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ABSTRACT

The North Carolina Annual Testing Program, established by the 1977 General Assembly to assess the effectiveness of the educational process in North Carolina, involves the administration of a battery of norm-referenced tests to students in grades 3, 6, and 8 to measure skills in reading, language, mathematics, science, and social studies. This paper reports performance results from administration of the California Achievement Tests (CAT) to public school students in the spring semesters of 1986 through 1990; and administration of the North Carolina Science and Social Studies Test (NCSST) to public school students in the spring semesters of 1988 and 1990. In the spring of 1990, North Carolina students scored above the national norm group in all CAT subject areas in the three grades tested, with performance higher in mathematics and language than in reading. Between the spring semesters of 1986 and 1990, the average student improved performance in all measured areas. Between the spring semesters of 1988 and 1990, the performance of the typical student in the three grades was maintained or improved in all areas measured by the NCSST. Eighteen graphs illustrate state frequency distributions for the CAT and NCSST. Test results are summarized in 32 tables. Five appendices include: (1) state summary reports from the CAT (21 pages of tables); (2) regional CAT summary reports (36 pages of tables); (3) regional NCST and NCSST summaries (48 pages of tables); (4) "Selecting a Measure of Central Tendency: Comparison of the Mean and Median"; and (5) definitions of measurement terms used in the report. (SLD)



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REPORT OF **STUDENT PERFORMANCE**

1986-1990

Bob Etheridge State Superintendent of Public Instruction

Division of Accountability Services North Carolina Department of Public Instruction

Raleigh 27603-1712



Published July, 1990

Report of Student Performance

California Achievement Tests North Carolina Science Tests North Carolina Social Studies Tests Grades 3, 6, and 8

Spring 1990

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FOREWORD

The North Carolina Annual Testing Program was established by the 1977 General Assembly to assess the effectiveness of the educational process in North Carolina. To accomplish this purpose, a battery of national and statewide standardized norm-referenced tests are currently administered in the spring of each year to North Carolina's students in grades three, six, and eight. These tests measure the basic skil's areas of reading, language, mathematics, science, and social studies. Results of each year's student performance are reported to parents, teachers, and school officials, as well as to all appropriate state-level audiences, including the State Board of Education and the General Assembly.

While the results of the first statewide assessment in 1978 indicated that North Carolina's students, on average, scored below the 1977 national norms, student performance in all areas measured over the years has improved dramatically. For example, during the period 1978 to 1985, the nation showed a gain in average student performance of about one grade equivalent year. However, for this same period, North Carolina's students demonstrated an average gain of one and a half grade equivalent years, with the most dramatic improvement in student performance occurring among minority students.

The results of the statewide assessment in 1986, which used the newest version of the national achievement tests, indicated that North Carolina's students, on average, scored above the 1985 national norms by about one fourth of a grade equivalent year. In addition, North Carolina's average student performance since 1986 in the areas of reading, language, and mathematics continues to show steady improvement each year.

The North Carolina Annual Testing Program has helped assure the citizens of North Carolina that our students are acquiring the basic academic skills they need in order to be successful students and successful, productive members of our society. This testing program, along with North Carolina's other statewide testing programs, is also helping assure that each and every student in North Carolina is benefiting from the educational experience.

Bob Etheridge

State Superintendent of Public Instruction

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ABSTRACT

The North Carolina Annual Testing Program was established by the 1977 General Assembly to assess the effectiveness of the educational process in North Carolina. To accomplish this purpose, a battery of national and statewide standardized norm-referenced tests are currently administered in the spring of each year to North Carolina's students in grades three, six, and eight. These tests measure the basic skills areas of reading, language, mathematics, science, and social studies. Results of each year's student performance are reported to parents, teachers, and school officials, as well as to all appropriate state-level audiences, including the State Board of Education and the General Assembly.

Highlights of the results from the 1990 administration of the California Achievement Tests are as follows:

- In the spring of 1990, the average student in North Carolina scored higher than the average student in the national norm group (1985) in all subject areas in the third, sixth, and eighth grades. Relative to the national norm, students scored higher in language and mathematics than in reading.
- Between the spring of 1986 and the spring of 1990, the average student in the third, sixth, and eighth grades in North Carolina improved in performance in all areas measured.
- In comparison with the national norm group on Total Battery scores, North Carolina had a greater proportion of students scoring at or above the 77th national percentile (well above average). While the norm group had 23 percent at or above the 77th percentile, North Carolina had 37 percent at grade three, 31 at grade six, and 27 at grade eight.

Highlights from the 1990 administration of the North Carolina Science and Social Studies Tests are as follows:

- Results from the 1990 administration of the N th Carolina Science Tests (Form B) indicated that the typical third-grade student answered 63 percent of the items correctly, the typical sixth-grade student correctly answered 65 percent of the items, and the typical eighth-grade student, 60 percent. For the North Carolina Social Studies Tests the typical third-grade student answered 72 percent correctly; sixth-grade, 67; and eighth-grade, 63.
- Between the spring of 1988 and the spring of 1990, the typical student in the third, sixth, and eighth grades in North Carolina maintained or improved in performance in all areas measured by the North Carolina Science and Social Studies Tests.

In addition to the information reported in this publication, the North Carolina Annual Testing Program provides schools and school systems with student performance results on the goals and/or objectives as measured by these tests, which instructional leaders can use to identify strengths and weaknesses in their educational programs.



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North Carolina Annual Testing Program Spring, 1990

Introduction: California Achievement Tests

In the spring of each year, North Carolina students in the third, sixth, and eighth grades participate in the North Carolina Annual Testing Program (NCATP). These tests were designed to obtain general measures of performance and to compare the performance of various groups of students in the basic skills areas of reading, language, and mathematics. However, these tests also provide specific information to help teachers, parents, and students obtain indicators of each student's learning strengths and difficulties. This section reports public school student performance for the spring of 1986, 1987, 1988, 1989, and 1990 (see Tables 4 and 5). Results for prior years may be obtained from previous issues of the Report of Student Performance.* A summary of student performance for 1978-1985 may be found in the 1986 edition. Since achievement results for 1978-1985 are based on administration of the 1977 edition of the California Achievement Tests, Form C (i.e., earlier norms), a direct comparison of student performance between 1986, the first year of program administration using the 1985 California Achievement Tests, Form E (i.e., new norms), and the previous year's results is not reported. However, general impressions of educational progress for North Carolina and the nation are summarized in the 1986 report and comparisons of students' performance for 1986, 1987, 1988, 1989, and 1990 are reported in this publication.

The information presented in this report is limited to a summary of performance for the entire public school student population of the state and for the total public school student population of each of the state's eight education regions. The 1990 summary of achievement for each of the 134 local education agencies (LEAs) in North Carolina is provided in Appendix B. Please note that academic performance reported in this publication, except where noted, is based on a school system's total student population, including most handicapped students. Table 2 presents a comparison of the percentage of exceptional students included in North Carolina's testing program and in the California Achievement Tests (CAT)

An examination of these data indicates that, in 1990, North Carolina tested approximately the same percentage of mentally handicapped students as were tested in the national groups, but tested a slightly higher percentage of learning disabled students. Therefore, results are also reported separately for these and other selected groups of exceptional students. These scores are part of the state reports which are included in this publication (Appendix A).

Student performance is reported using grade equivalent and national percentile rank scores because these interpretive indices have been used throughout the nation, including North Carolina, and are more familiar to the general public than other derived scores. (The reader is referred to Appendix E for a glossary of these and other measurement terms.) The scale score and normal curve equivalent, measures more suited for technical and research purposes, are included on the state, regional, and LEA CAT Summary Reports reproduced in this report. Scale scores and normal curve equivalents may be obtained for various student subpopulations from the Division of Accountability Services, Testing Section, State Department of Public Instruction.



^{*} Copies of this report, as well as previous editions of the *Report of Student Performance*, may be purchased from the Public Information Officer, Division of Communication Services, Department of Public Instruction, Raleigh, NC 27603-1712, (919) 733-4258.

A grade equivalent score represents the school year and month (i.e., grade level) of the students in the norming samples who averaged the same score. In general, a grade equivalent can be thought of as the average score obtained on a test by students in the national norming sample who were in a particular month of the school year. For example, North Carolina students who receive the same score as the average student in the norm group who had completed the second month of the seventh grade will receive a grade equivalent score of 7.2. The reader is referred to Appendix E for a discussion of certain problems with the interpretation of grade equivalents.

The grade equivalent scores reported by CTB MacMillan/McGraw-Hill, the publisher of the CAT, for groups of students are based on mean (average) scale scores. Mean scale scores are calculated by adding up the scale scores of all the students making up a particular reporting group (e.g., school district) and dividing this number by the total number of students. Therefore, when CTB reports achievement results for the CAT in terms of grade equivalents (Grade Mean Equivalent), the grade equivalent score is based on mean national student performance as expressed in scale scores units. Such scores may be interpreted as representing "average" student performance.

A percentile rank score indicates, for each grade level, the percentage of students in the national norm group who scored below a particular score point. For example, if a student in the sixth grade in North Carolina receives a percentile rank of 76 on the reading test, the North Carolina student's score is better than 76 percent of the sixth-grade students in the national norm group on that test.

The percentile rank scores reported by CTB MacMillan/McGraw-Hill for student groups are based on national median (mid-point) scale scores. National median scale scores are calculated by determining the scale score at which exactly half of the students in the national norm groups scored above and exactly half scored below. Thus, the national 50th percentile rank for each grade represents the median scale score (mid-point) obtained by students in the national norm group and this score can be interpreted as representing "typical" student performance in the nation. For a more thorough discussion of the interpretation of scores based on the mean and the median, refer to Appendix D.

Since the performance of North Carolina students is being compared with a national norm, a comparison of the state with the nation on selected important variables may contribute to a better understanding of the North Carolina results. Table 3 compares North Carolina to the nation on per capita income, average educational level, and per capita expenditures for public schools.

During the past twenty years, North Carolina has remained one of the poorer states in terms of per capita income. While the real difference between North Carolina and the national per capita average income has increased (\$649 in 1960 to \$1,702 in 1980), the relative difference has decreased from 41 percent to 22 percent. A review of state and local expenditures for education also reveals that North Carolina has historically been below the national average. During this time, the educational level of adults has increased greatly in North Carolina and the nation and at about the same rate. The number of handicapped students receiving services from public schools has also increased, particularly in the last decade. To bring North Carolina's per pupil rate of expenditure for the public schools to the national rate (when it has been about twenty percent less during this time) would require \$669 for each of some 1.009,615 students or just over 675 million dollars (\$675,432,435).

Tables 4 and 5 present achievement results for the state. Tables 9-16 provide grade equivalent scores for the eight education regions while Tables 17-24 present percentile rank scores for the regions. Tables 6-8 show the state frequency distributions and Figures 1-3 graphically display the state Total Battery Scale Score Frequency Distributions. Appendix B contains summary information for each public school system (LEA).



Introduction: North Carolina Science and Social Studies Tests

The 1984 North Carolina General Assembly ratified House Bill 80 which established several new testing programs and expanded the NCATP to include the evaluation of "students at grades 3, 6, and 9 beginning immediately in the basic areas not included in the Annual Testing Program " In response to this legislation, the Annual Testing Commission determined that the subject areas of science and social studies would be the first areas targeted for addition to the testing program. Thus, during late summer and early fall of 1984, the Commission, with staff support from the Divisions of Research and Testing Services, Science, and Social Studies, surveyed and evaluated all known commercially available science and social studies testing products which could be used in the NCATP. The results of this extensive test review process, which included reviews by teachers, supervisors, and measurement experts, revealed that (1) commercially available tests which purported to measure a "national" social studies curriculum did not match North Carolina's social studies scope and sequence, (2) commercially available science tests provided only a limited match with North Carolina's science objectives, and (3) tests previously developed by the Division of Science provided a better match to North Carolina's science curriculum and could, with upgrading to current measurement standards, form the nucleus of the new science tests. Therefore, in late fall, the Annual Testing Commission directed the Division of Research and Testing Services to develop a science test for administration in the spring of 1985, which would sample a student's general science knowledge and provide a better representation of the science areas taught in North Carolina's schools. Given the extremely short implementation schedule and limited staff resources, the Commission directed the Division of Research and Testing Services to begin work on a North Carolina social studies test for possible administration in the spring of 1987.

Thus, during the winter of 1984, the Divisions of Science, and Research and Testing Services reviewed the North Carolina science curriculum, identified the areas to be measured, and with the help of teachers, developed new items or revised items previously administered to state or national groups of students. The end products of this process were three 50-item tests which sampled a student's cumulative science knowledge at grades 3, 6, or 9 and provided indicators of the status of science instruction in North Carolina. Development of new, more comprehensive science and social studies tests occurred during 1985-1986 and the new 60-item North Carolina tests (Form A) were first administered in the spring of 1987. Form B of these tests was first administered in the spring of 1988, and Form B was again administered in the spring of 1990.

In addition to an overall measure of science and social studies knowledge, the 1986-87 North Carolina Science and Social Studies Tests were designed to provide a general indication of student knowledge in several major areas of the science and social studies curriculum. For science the areas measured are Life Science, Physical Science, Earth Science, Nature of Science, and Process Skills, plus a measure of a student's ability to apply general science concepts to a specified situation. For social studies the areas measured are History, Geography, Economics, Government, and Anthropology/Sociology. The tests were also designed to provide a general indication of how North Carolina's students perform on items which require drawing inferences or evaluating information (higher-order thinking/reasoning skills) versus items which require factual recall (lower-order thinking/reasoning skills).

Tables 25-27 present spring 1988 and spring 1990 achievement results for the state while Tables 28-32 report similar results for the eight education regions in terms of median state

^{*} In the spring of 1985, the General Assembly modified this legislation to include testing at grade eight and discontinue testing at grade nine.



percentile rank scores. State raw score frequency distributions are presented in Figures 4-6. Appendix C presents summary information for each public school system (LEA).



Summary of Student Performance Spring, 1990

California Achievement Tests

The major results of the California Achievement Tests are as follows:

- 1. In the spring of 1990, the average student in North Carolina scored higher than the average student in the national norm group (1985) in all subject areas in the third, sixth, and eighth grades. Relative to the national norm, students scored higher in language and mathematics than in reading.
- 2. Between the spring of 1986 and the spring of 1990, the average student in the third, sixth, and eighth grades in North Carolina improved in performance in all areas measured.
- 3. In comparison with the national norm group on Total Battery scores, North Carolina had a greater proportion of students scoring at or above the 77th national percentile (well above average). While the norm group had 23 percent at or above the 77th percentile, North Carolina had 37 percent at grade three, 31 at grade six, and 27 at grade eight.
 - Similarly, North Carolina had a smaller proportion of students scoring at or below the 23rd national percentile (well below average). While the norm group had 23 percent scoring at or below the 23rd percentile on Total Battery, North Carolina had 15 percent at grade three, 15 at grade six, and 16 at grade eight.
- 4. There was a consistent relationship between student attendance and achievement for all grades tested; students who were absent more often performed less well on the CAT. The decreases in performance were consistently greater for each successive level of absenteeism (0-7, 8-14, 15-21, and more than 21 days absent). Apparently the negative effects of absenteeism on achievement were more severe as the level of absenteeism increased.
- 5. In language and mathematics the average student in each of the eight education regions exceeded the average student in the nation. In all but one region, Region Four, the average student equaled or exceeded the average student in the nation on the reading test. The average student's reading performance for Region Four was below national standards by two grade equivalent months at grade six and one grade equivalent month at grade eight, which, for grade eight, represented an improvement of one grade equivalent month from the previous year.

North Carolina Science and Social Studies Tests

The major results of the North Carolina Science and Social Studies Tests are as follows:

1. Results from the 1990 administration of the North Carolina Science Tests (Form B) indicated that the typical third-grade student answered 63 percent of the items correctly, the typical sixth-grade student correctly answered 65 percent of the items, and the typical eighth-grade student, 60 percent. For the North Carolina Social Studies Tests the typical third-grade student answered 72 percent correctly; sixth-grade, 67; and eighth-grade, 63.



- 2. In almost all cases, the typical (or average) student performance for the major areas (e.g., Earth Science) measured by the North Carolina Science and Social Studies Tests was similar to student performance for the total tests. Fo, additional test scores see Appendix C: North Carolina Science and Social Studies Tests, Regional Summary Reports (LEAs).
- 3. Between the spring of 1988 and the spring of 1990, the typical student in the third, sixth, and eighth grades in North Carolina maintained or improved in performance in all areas measured by the North Carolina Science and Social Studies Tests.
- 4. In the spring of 1990, the typical student in each of the eight regions maintained or improved overall performance on the North Carolina Science Tests, as compared with the 1988 typical student performance. While improved performance was demonstrated by all regions at grade three on the North Carolina Social Studies Tests, typical student performance in all but two of the regions for grade six remained unchanged. Typical eighth-grade student performance for the eight regions was mixed. Typical performance in four regions improved, while typical performance in four remain unchanged. The overall typical state performance also remained unchanged.



Table 1 NUMBER OF STUDENTS PARTICIPATING IN THE
NORTH CAROLINA ANNUAL TESTING PROGRAM
(Spring, 1990)

Grade	Public Schools ¹	Non-Public Schools ²	Federal Schools	Human Resource or Special Schools	Total
3	83,707	2,606	486	1	86,800
6	81,339	2,090	307	23	83,75.
8	78,061	1,576	271	155	80,063
Total	243,107	6,272	1,064	179	250,622



Includes "non-standard" and "late" administrations.
 Includes "late" administrations.

Table 2

PERCENTAGE OF EXCEPTIONAL STUDENTS TESTED IN
THE 1990 NCATP AND PERCENTAGE OF HANDICAPPED
(EMH AND LD) STUDENTS TESTED IN THE 1985 CAT STANDARDIZATION

Grade	Number of NC Students <u>Tested</u> ¹	NC Gifted	NC <u>Multiple</u>	CAT EMH	NC EMH	CAT LD	NC <u>LD</u>
3	83,707	6.4	0.2	0.8	0.6	3.0	6.1
6	81,339	12.0	0.1	0.7	0.8	3.6	6.0
8	78,061	10 5	0.03	1.0	0.8	2.5	4.6



¹ Public school students only. See Table 1.

Table 3

COMPARISON OF NORTH CAROLINA AND THE NATION ON SELECTED EDUCATION AND RELATED STATISTICS

		North Carolina	United States
Average Per Capita Income (How North Carolina Ranks Educationally Among the Fifty States)	1987 1980 1970 1960 1950	\$13,314 7,819 3,207 1,574	\$15,481 9,521 3,921 2,223
Per Capita State and Local Government Expenditures for Local Schools (including Capital Outlay) (*U.S. Department of Commerce, Bureau of Census, Government Finances, 1981) (**Hov. North Carolina Ranks Educationally Among the Fifty States)	**1987 *1980 **1970 **1960 1950	572.12 350.80 142.87 65.11	644.13 410.28 184.35 84.27
Percentage of Persons 25 Years Old or Older Completing High School (Statistical Abstract of the U.S., 1981 102d Edition, U.S. Department of Commerce, Bureau of Census)	1980 1970 1960 1950	55.3% 38.5% 32.3% 20.5%	66.3% 52.3% 41.1% 33.3%
Average Education Level (Years of School Completed) (Statistical Abstract of the U.S., 1981 102d Edition, U.S. Department of Commerce, Bureau of Census)	1980 1970 1960 1950	12.2 10.6 8.9 7.9	12.5 12.1 10.6 9.3
Handicapped Children as Percentage of School-Age Children	1980 1970 1960 1950	9.6% 5.4% 1.4% 0.4%	
Per Capita State and Local Government Expenditures for all Education (How North Carolina Ranks Educationally Among the Fifty States)	1987 1980 1970 1960 1950	\$ 899.57 542.45 214.05 82.45	\$ 931.22 588.11 259.43 104.00
Estimated Current Expenditures for Public Elementary and Secondary Schools Per Pupil in Average Daily Attendance (How North Carolina Ranks Educationally Among the Fifty States)	1989 1980 1970 1960 1950	\$ 3,872 1,866 584 230	\$ 4,541 2,200 773 369



STATE ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986-1990

READING **GRADE 85-86** 86-87 87-88 88-89 89-90 90-91 91-92 Gain 3 3.7 3.8 3.8 3.9 4.1 0.4 6 6.8 6.9 6.9 7.0 7.0 0.2 3 8.7 3.7 9.0 9.1 9.2 0.5 **LANGUAGE GRADE** 85-86 86-87 **87-88** 88-89 89-90 90-91 91-92 Gain 3 4.6 4.7 4.8 4.8 5.0 0.4 6 8.0 8.1 8.3 8.3 8.4 0.4 8 9.4 9.4 9.8 9.8 10.2 0.8 **MATHEMATICS GRADE** 85-86 86-87 87-88 88-89 89-90 90-91 91-92 Gain 3 4.1 4.1 4.3 4.3 4.6 0.5 6 7.1 7.2 7.2 7.4 7.6 0.5 8 9.1 9.0 9.3 9.4 9.7 0.7 TOTAL BATTERY **GRADE** 85-86 86-87 <u>87-88</u> <u>88-89</u> 89-90 90-91 91-92 Gain

6	7.1	7.2	7.3	7.4	7.6	0.5
8	8.8	9.0	9.2	9.4	9.7	0.9

4.2

4.4

0.4

Results from administration of the California Achievement Tests, presented as grade equivalents; national averages equal the seventh month of each grade level (e.g., 3.7).



3

4.0

4.0

4.2

Table 4 (cont)

STATE ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT T_STS SPRING, 1986-1990

WORD ANALYSIS²

GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	90-91	<u>91-92</u>	Gain
3	3.9	3.9	3.9	3.8	3.9			0.0
6	NA ³							
8	NA ³							

SPELLING²

GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	20- 21	<u>91-92</u>	Gain
3	4.1	4.1	4.1	4.1	4.2			0.1
6	6.7	6.8	6.9	7.2	7.2			0.5
8	8.8	8.8	9.0	9.0	9.2			0.4

These areas are not measured at these grades by the California Achievement Tests.



Results from administration of the California Achievement Tests, presented as grade equivalents; national averages equal the seventh month of each grade level (e.g., 3.7).

These test sections do not contribute to the calculation of the Total Battery scores.

Table 5

STATE ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986-1990

READING

GRADE	85-86	<u>86-87</u>	<u>87-88</u>	88-89	89-90	90-91	91-92	Gain
3	53	54	54	55	57			4
6	49	50	51	52	53			4
8	48	49	51	52	54			6
				LANG	GUAGE			
GRADE	<u>85-86</u>	86-87	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>	91-92	Gain
3	59	60	61	62	65			6
6	55	56	58	59	60			5
8	53	53	55	55	57			4
				MATHE	MATICS			
GRADE	<u>85-86</u>	86-87	87-88	88-89	89-90	90-91	91-92	Gain
3	62	63	65	66	71			9
6	57	59	58	60	64			7
8	52	52	55	55	58			6
				TOTAL E	BATTERY			
GRADE	<u>85-86</u>	86-87	87-88	88-89	89-90	90-91	<u>91-92</u>	Gain
3	58	58	60	61	65			7
6	54	55	55	56	58			4
8	51	52	53	54	56			5

Results from administration of the California Achievement Tests, presented as national percentile ranks; national averages equal the 50th percentile for each grade level. Percentile ranks indicate the percentage of students in the nation who were surpassed by the typical student in North Carolina.



Table 5 (cont)

STATE ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986-1990

WORD ANALYSIS²

GRADE	85-86	<u>86-87</u>	<u>87-88</u>	88-89	89-90	<u>90-91</u>	91-92	Gain
3	50	50	51	50	50			0
6	NA ³							
8	NA ³							

SPELLING²

GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	88-89	89-90	<u>90-91</u>	91-92	Gain
3	60	60	60	60	61			1
6	48	50	51	52	52			4
8	51	50	51	52	53			2

These test sections do not contribute to the calculation of the Total Battery scores.

These areas are not measured at these grades by the California Achievement Tests.



Results from administration of the California Achievement Tests, presented as national percentile ranks; national averages equal the 50th percentile for each grade level. Percentile ranks indicate the percentage of students in the nation who were surpassed by the typical student in North Carolina.

Table 6

STATE FREQUENCY DISTRIBUTIONS¹ CALIFORNIA ACHIEVEMENT TESTS, 1985 EDITION SPRING 1986–1990

GRADE 3

Verbal Descrip- tion	S t a n i n	National Percen- tage				Readin Perc	ig entage						angua Perc	ge entage		
Well above average	9 8 7	4 7 12	1986 5 7 12	1987 5 8 12	1988 5 8 13	1989 6 8 13	1990 6 9 14	<u>1991</u>	<u>1992</u>	1986 10 9 12	1987 11 9 12	1988 11 9 12	1989 11 10 12	1990 14 10 13	1991	1992
Slightly above average	6	17	17	18	18	18	18			19	20	20	19	19		
Average	5	20	20	20	20	20	20			18	17	17	17	16		
Slightly below average	4	17	18	17	17	16	16			16	16	15	15	14		
Well below average	3 2 1	12 7 4	11 5 4	11 4 4	11 4 4	11 4 4	10 4 3			10 4 3	9 4 3	9 3 3	9 3 3	8 3 2		
Verbal Descrip- tion	S t a n i n e	National Percen- tage				thema Perce							al Bat Perce			
Descrip-	t a n i n	Percen-	1986 11 9 15	1987 11 10 14	State	Perce	entage	1991	1992	1986 10 7 14	1987 10 7 14	State	Perce		1991	1992
Descrip- tion Well above	t a n i n e	Percentage	11 9	11 10	1988 12 10	1989 13 10	1990 15 12	1991	1992	10 7	10 7	1988 11 8	1989 12 8	1990 13 9	1991	1992
Well above average Slightly above	t a n i n e 9 8 7	Percentage 4 7 12	11 9 15	11 10 14	1988 12 10 15	1989 13 10 15	1990 15 12 16	1991	1992	10 7 14	10 7 14	1988 11 8 14	1989 12 8 14	1990 13 9 15	1991	1992
Well above average Slightly above average	t a n i n e e 9 8 7	Percentage 4 7 12	11 9 15	11 10 14	1988 12 10 15	1989 13 10 15	1990 15 12 16	1991	1992	10 7 14	10 7 14	1988 11 8 14	1989 12 8 14	1990 13 9 15	1991	<u>1992</u>

Includes public school students tested in the NCATP.



Table 7

STATE FREQUENCY DISTRIBUTIONS¹ CALIFORNIA ACHIEVEMENT TESTS, 1985 EDITION SPRING 1986-1990

GRADE 6

Verbal Descrip- tion	S t a n i n	National Percen- tage				eadin Perce						La State	inguaç Perce	ge intage		
			1986	1987	1988	1989	1990	1991	1992					1990	1991	1992
Well	9	4	5	4	4	4	5		i	6 8	6 9	7 9	7 9	8 10		
above average	8 7	7 12	7 11	7 11	7 12	7 12	7 12			12	13	13	13	13		
Slightly above average	6	17	17	18	18	18	19			20	20	20	20	20		
Average	5	20	20	20	20	21	21			20	20	20	20	19		
Slightly below average	4	17	21	21	20	20	20			17	16	16	16	16		
Well	3	12	12	12	11	11	11			10	16	9	9	9		
below average	2	7 4	4 4	4	4	3	3			4 3	4	4	4 2	4 2		
			Mathematics State Percentage													
Verbal Descrip- tion	S t a n i n e	National Percen- tage	1006	1007	State	Perce	entage	1001	1007	1086	1087	State		entage		1992
Descrip- tion	t a n i n e	Percen- tage	1986 9		State 1988	Perco	entage 1990	1991	1992	1 <u>986</u> 9	1 <u>987</u> 10		Perc	entage		1992
Descrip-	t a n i n	Percentage	9	10 7	1988 10 7	1989 11 8	1990 13 8	1991	1992	9 7	10 7	1988 10 7	1989 11 8	1990 9		1992
Description Well above average	t a n i n e	Percen- tage	9	10	1988 10	1989 11	1990 13	1991	1992	9	10	1988 10	1989	entage 1990 9		1992
Descrip- tion Well above	t a n i n e	Percentage	9	10 7	1988 10 7	1989 11 8	1990 13 8	1991	1992	9 7	10 7	1988 10 7	1989 11 8	1990 9		1992
Well above average Slightly above	t a n i n e	Percentage 4 7 12	9 7 13	10 7 13	1988 10 7 13	1989 11 8 13	1990 13 8 14	1991	1992	9 7 13	10 7 13	1988 10 7 13	1989 11 8 13	1990 9 9 13		1992
Well above average Slightly above average	t a n i n e 9 8 7	Percentage 4 7 12	9 7 13	10 7 13	1988 10 7 13	1989 11 8 13	1990 13 8 14	1991	1992	9 7 13	10 7 13	1988 10 7 13	1989 11 8 13	1990 9 9 13		1992
Well above average Slightly above average Average Slightly below	t a n i n e e 9 8 7 6 5 4 4 3	Percentage 4 7 12 17 20 17	9 7 13 18 21	10 7 13 18 20 16	1988 10 7 13 17 21 16	1989 11 8 13 18 21	1990 13 8 14 18 20	1991	1992	9 7 13 18 21 16 10	10 7 13 18 20 16	1988 10 7 13 17 21 16	1989 11 8 13 18 21	1990 9 9 13 18 20		1992
Well above average Slightly above average Average Slightly below average	t a n i n e e 9 8 7	Percentage 4 7 12 17 20	9 7 13 18 21	10 7 13 18 20	1988 10 7 13 17 21	1989 11 8 13 18	1990 13 8 14 18 20	1991	1992	9 7 13 18 21 16	10 7 13 18 20	1988 10 7 13 17 21	1989 11 8 13 18 21	1990 9 9 13 18 20		1992

¹ Includes public school students tested in the NCATP.



Table 8

STATE FREQUENCY DISTRIBUTIONS¹ CALIFORNIA ACHIEVEMENT TESTS, 1985 EDITION SPRING 1986-1990

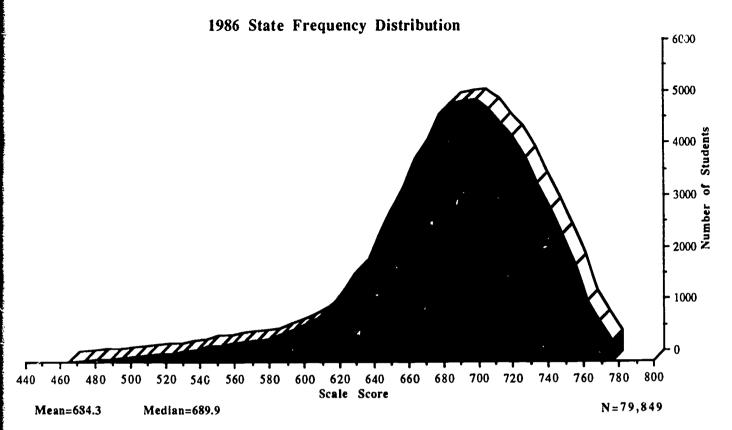
GRADE 8

Verbal Descrip- tion	S t a n i n	National Percen- tage				eadin Perce							angua; Perce			
	·		1986	1987	1988	1989	1990	1991	1992	1986	1987	1988	1989	1990	1991	1992
Well	9	4	5	5	5	5	5			5	5	6	6	7		
above	8	7	6	6	6	7	7			7	7	7	7	8		
average	7	12	11	11	12	13	13			12	12	13	13	13		
-																
Slightly above average	6	17	17	17	18	18	19			19	19	19	19	20		
Average	5	20	21	21	22	21	22			19	19	19	19	19		
Slightly																
below	4	17	18	18	17	17	17			19	19	19	19	19		
average																
					••					١		••	10	10		
Well	3	12	13	12	12	11	11			11	11	10	10	10		
below	2	7	5 5	5 5	5 4	4	4			5 3	4	4 2	4 2	4 2		
average	1	4	3	3	4	4	3			, ,	3	2	2	2		
Verbal Descrip- tion	S t a n i n	National Percen- tage				thema Perc							al Bat Perc			
Descrip-	t a n i	Percen-	1986	1987	State	Perc	entage	1991	1992	1986	1987	State	Perc	entage	1991	1992
Descrip- tion	t a n i n	Percen- tage	1986 6	1987 6	State 1988	Perco	entage 1990	1991	1992			State 1988	Perce	entage 1990	1991	1992
Descrip- tion	t a n i n e	Percen- tage	6	6	1988 7	1989 7	1990 9	1991	1992	6	6	1988 6	1989 7	1990 7	1991	1992
Descrip- tion Well above	t a n i n e	Percentage	6	6 7	1988 7 7	1989 7 8	1990 9 9	1991	1992	6	6 6	1988 6 6	1989 7 7	1990 7 7	1991	1992
Well above average Slightly above	t a n i n e	Percen- tage	6	6	1988 7	1989 7	1990 9	1991	1992	6	6	1988 6	1989 7	1990 7	1991	1992
Well above average	t a n i n e	Percentage 4 7 12	6 7 11	6 7 11	1988 7 7 12	1989 7 8 12	1990 9 9	1991	1992	6 6 12	6 6 12	1988 6 6 12	1989 7 7 13	1990 7 7 13	1991	1992
Well above average Slightly above average Average Slightly	t a n i n e e 9 8 7 6 5	Percentage 4 7 12 17	6 7 11 18	6 7 11 19 20	1988 7 7 12 20 20	1989 7 8 12 18	1990 9 9 12 19	1991	1992	18 22	6 6 12 18	1988 6 6 12 18	1989 7 7 13 18	1990 7 7 13 19	1991	1992
Well above average Slightly above average Average	t a n i n e e 9 8 7	Percentage 4 7 12	6 7 11 18	6 7 11	1988 7 7 12 20	1989 7 8 12	1990 9 9 12	1991	1992	6 6 12 18	6 6 12 18	1988 6 6 12	1989 7 7 13	1990 7 7 13	1991	1992
Well above average Slightly above average Average Slightly below average	t a n i n e e 9 8 7 6 4	Percentage 4 7 12 17 20	6 7 11 18 20 20	6 7 11 19 20	1988 7 7 12 20 20	1989 7 8 12 18 20	1990 9 9 12 19	1991	1992	18 22 18	6 6 12 18 22	1988 6 6 12 18 22	1989 7 7 13 18 21	1990 7 7 13 19 21	1991	1992
Well above average Slightly above average Average Slightly below average Well	t a n i n e e 9 8 7 6 5 4	Percentage 4 7 12 17 20 17	6 7 11 18 20 20	6 7 11 19 20 19	1988 7 7 12 20 20 18	1989 7 8 12 18 20	1990 9 9 12 19	1991	1992	18 22 18	6 6 12 18 22 18	1988 6 6 12 18 22 17	1989 7 7 13 18 21 17	1990 7 7 13 19 21 16	1991	1992
Well above average Slightly above average Average Slightly below average	t a n i n e e 9 8 7 6 4	Percentage 4 7 12 17 20	6 7 11 18 20 20	6 7 11 19 20	1988 7 7 12 20 20	1989 7 8 12 18 20	1990 9 9 12 19	1991	1992	18 22 18	6 6 12 18 22	1988 6 6 12 18 22	1989 7 7 13 18 21	1990 7 7 13 19 21	1991	1992

 $^{^{1}}$ $\,$ Includes public school students tested in the NCATP.



Figure 1
California Achievement Tests
Grade 3 Total Battery



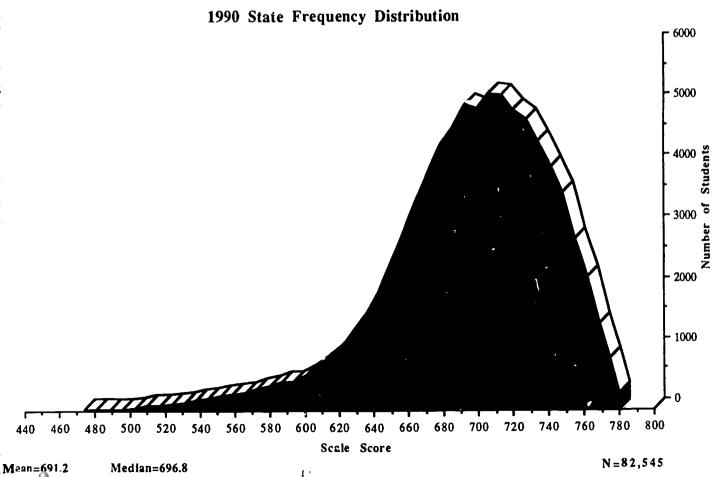
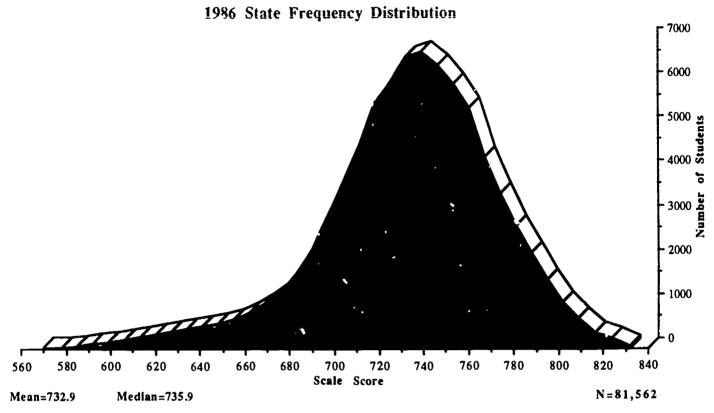


Figure 2 California Achievement Tests Grade 6 Total Battery



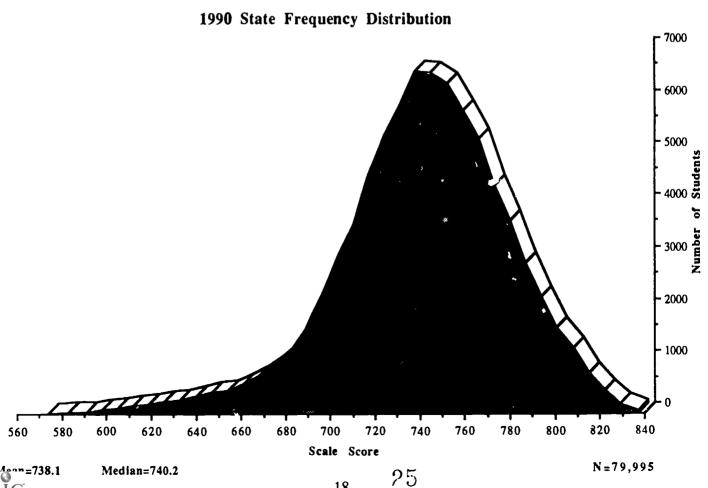
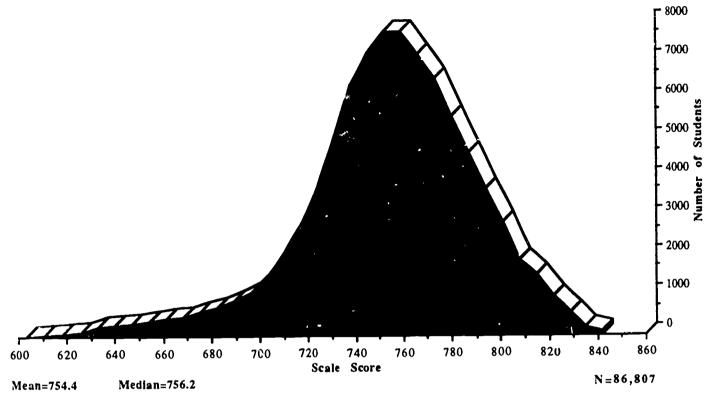
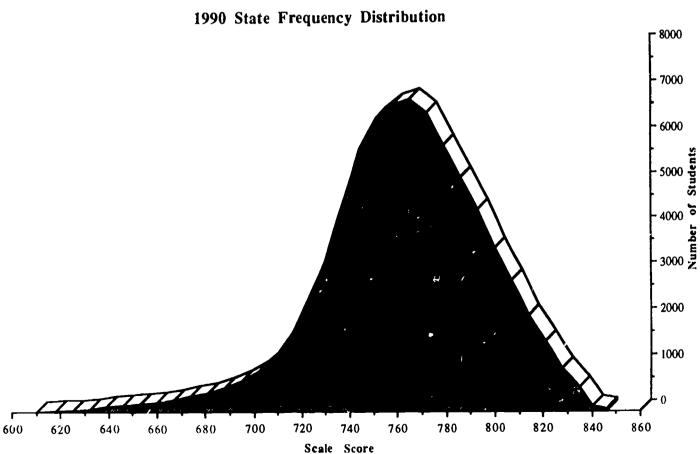


Figure 3
California Achievement Tests
Grade 8 Total Battery

1986 State Frequency Distribution







Meun=759.7

Median=760.8

19

N = 6,564

Achievement Results Reported By Education Region California Achievement Tests

As highlighted in the Introduction (page 2) and discussed in detail in Appendix D, there are different meanings that should be applied to scores based on the group means (grade mean equivalents) and medians (percentiles) reported throughout this publication. Readers are encouraged to interpret these statistical measures of central tendency carefully, particularly when they are isolated from other measures of performance for the entire group (e.g., plots of score distributions, standard deviations) or from descriptive data on the student population or local educational practices (e.g., proportion of EMH students, grouping patterns) that could influence these statistics. Technical assistance with the interpretation of the scores is available from the Division of Accountability Services staff based in Raleigh or the Regional Education Centers.



REGION 1 ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986-1990

GRADE	8 <u>5-86</u>	<u>86-87</u>	87-88	<u>88-89</u>	<u>89-90</u>	90-91	<u>91-92</u>	<u>Gain</u>
3	3.6	3.7	3.7	3.7	3.9			0.3
6	6.5	6.6	6.7	6.7	6.7			0.2
8	8.5	8.6	8.7	8.8	9.0			0.5
				LANG	UAGE			
GRADE	<u>85-86</u>	86-87	87-88	<u>88-89</u>	89-90	20- 91	91-92	Gain
3	4.1	4.5	4.5	4.5	5.0			0.9
6	8.0	8.1	8.1	8.2	8.3			0.3
8	9.4	9.8	9.9	9.8	10.2			0.8
				MATHE	MATICS			
GRADE	<u>85-86</u>	<u>86-87</u>	87-88	<u>88-89</u>	89-90	20- 91	<u>91-92</u>	Gain
3	4.0	4.0	4.0	4.1	4.5			0.5
6	7.1	7.2	7.1	7.2	7.4			0.3
8	9.1	9.2	9.5	9.4	10.0			0.9
				TOT L	BATTERY			
GRADE	85-86	<u>85-87</u>	87-88	88-89	<u>89-90</u>	90-91	91-92	Gain
3	3.7	3.8	3.9	3.8	4.4			0.7
6	6.9	7.1	7.0	7.1	7.3			0.4
8	8.8	9.0	9.2	9.2	9.7			0.9

Results from accommistration of the California Achievement Tests, presented as grade equivalents; national averages equal the seventh month of each grade level (e.g., 3.7).



REGION 2 ACHIEVEMENT RESULTS¹ CALIFOR™IA ACHIEVEMENT TESTS SFRING, 1986-1990

GRADE	85-86	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	89-90	90-91	91-92	Gain
3	3.7	3.7	3.8	3.9	4.1			0.4
6	6.7	6.7	6.9	6.9	6.9			0.3
8	8.6	8.7	8.8	8.8	9.1			0.5
				LANG	JAGE			
GRADE	<u>85-86</u>	<u>86-87</u>	87-88	<u>88-89</u>	89-90	<u>90-91</u>	91-92	Gain
3	4.2	4.5	4.8	4.9	5.1			0.9
6	7.9	8.1	8.2	8.2	8.3			0.4
8	9.2	9.4	9.6	93	10.0			0.8
				MATHEM	IATICS			
GRADE	<u>85-86</u>	86-87	87-88	<u>88-89</u>	<u>89-90</u>	90-91	91-92	Gain
3	3.9	4.0	4.2	4.3	4.5			0.6
6	6.9	7.1	7.2	7.1	7.4			0.5
8	8.7	9.0	9.1	9.1	9.4			0.7
				TOTAL BA	ATTERY			
GRADE	<u>85-86</u>	86-87	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	90-91	91-92	Gain
3	3.8	3.9	4.1	4.2	4.4			0.6
6	6.9	7.1	7.2	7.2	7.4			0.5
8	8.7	9.0	9.1	9.1	9.4			0.7

Results from administration of the California Achievement Tests, presented as grade equivalents; national averages equal the seventh month of each grade level (e.g., 3.7).



REGION 3 ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986-1990

GRADE	85-86	<u>86-87</u>	87-88	88-89	89-90	90-91	91-92	Gain
3	3.8	4.0	4.1	4.2	4.3			0.5
6	6.8	6.8	6.8	6.9	7.1			0.3
8	8.7	8.7	9.1	9.1	9.4			0.7
				LANG	UAGE			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	88-89	<u>89-90</u>	<u>90-91</u>	<u>91-92</u>	Gain
3	4.8	4.9	5.0	5.0	5.1			0.3
6	8.2	8.1	8.3	8.3	8.4			0.2
8	9.6	9.6	10.0	9.9	10.2			0.6
				MATHE	MATICS			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	88-89	89-90	90-91	91-92	Gain
3	4.3	4.2	4.4	4.4	4.7			0.4
6	7.3	7.4	7.3	7.4	7.6			0.3
8	9.3	9.3	9.7	9.7	10.0			0.7
				TOTAL 1	BATTERY			
GRADE	<u>85-86</u>	<u>86-87</u>	87-88	88-89	89-90	90-91	91-92	Gain
3	4.2	4.2	4.4	4.4	4.6			0.4
6	7.3	7.3	7.3	7.4	7.7			0.4
8	9.1	9.1	9.5	9.5	9.8			0.7

Results from administration of the California Achievement Tests, presented as grade equivalents; national averages equal the seventh month of each grade level (e.g., 3.7).



REGION 4 ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986–1990

GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	88-89	89-90	<u>90-91</u>	<u>91-92</u>	Gain
3	3.5	3.6	3.6	3.6	3.7			0.2
6	6.3	6.4	6.4	6.5	6.5			0.2
8	8.2	8.3	8.4	8.5	8.6			0.4
				LANC	GUAGE			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	88-89	<u>89-90</u>	90-91	91-92	Gain
3	3.8	3.8	4.2	3.9	4.7			0.9
6	6.7	7.5	7.5	7.8	8.0			1.3
8	8.6	8.7	8.8	8.8	9.1			0.5
				MATHE	MATICS			
GRADE	<u>85-86</u>	86-87	<u>87-88</u>	<u>88-89</u>	89-90	90-91	91-92	Gain
3	3.8	3.9	4.1	4.0	4.4			0.6
6	5.8	7.0	6.9	7.0	7.2			0.4
8	8.6	8.6	8.9	8.9	9.1			0.5
				TOTAL E	BATTERY			
GRADE	<u>85-86</u>	86-87	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	90-91	91-92	Gain
3	3.7	3.7	3.8	3.8	4.1			0.4
6	6.6	6.7	6.6	6.7	7.0			0.4
8	8.5	8.5	8.7	8.7	8.8			

Results from administration of the California Achievement Tests, presented as grade equivalents; national averages equal the seventh month of each grade level (e.g., 3.7).



REGION 5 ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986-1990

					_			
GRADE	<u>85-86</u>	<u>86-87</u>	87-88	88-89	<u>89-90</u>	90-91	91-92	Gain
3	4.2	4.2	4.3	4.3	4.4			0.2
6	7.0	7.1	7.2	7.3	7.3			0.3
8	9.1	9.1	9.4	9.5	9.6			0.5
				LANG	UAGE			
GRADE	85-86	86-87	<u>87-88</u>	88-89	89-90	<u>90-91</u>	<u>91-92</u>	Gain
3	5.0	5.0	5.0	5.0	5.1			0.1
6	8.3	8.3	8.4	8.5	8.5			0.2
8	9.9	9.9	10.2	10.3	10.6			0.7
				MATHE	MATICS			
GRADE	85-86	<u>86-87</u>	87-88	88-89	89-90	90-91	<u>91-92</u>	Gain
3	4.4	4.3	4.5	4.5	4.7			0.3
6	7.2	7.3	7.4	7.5	7.7			0.5
8	9.2	9.2	9.5	9.7	10.0			0.8
				TOTAL I	BATTERY			
GRADE	<u>85-86</u>	86-87	<u>87-88</u>	88-89	<u>89-90</u>	90-91	91-92	Gain
3	4.4	4.4	4.4	4.4	4.6			0.2
6	7.4	7.4	7.6	7.7	7.9			0.5
8	9.2	9.2	9.7	9.7	10.0			0.8

Results from administration of the California Achievement Tests, presented as grade equivalents; national averages equal the seventh month of each grade level (e.g., 3.7).



REGION 6 CALIFORNIA ACHIEVEMENT TESTS ACHIEVEMENT RESULTS¹ SPRING 1986–1990

				REA	DING			
GRADE	<u>85-86</u>	<u>86-87</u>	87-88	<u>88-89</u>	89-90	<u>90-91</u>	91-92	Gain
3	3.7	3.7	3.7	3.8	3.8			0.1
6	6.7	6.8	6.9	7.1	7.0			0.3
8	8.6	8.7	8.8	9.0	9.2			0.6
				LANG	UAGE			
GRADE	85-86	86-87	<u>87-88</u>	88-89	89-90	<u>90-91</u>	<u>91-92</u>	Gain
3	4.3	4.5	4.6	4.9	4.9			0.6
6	8.0	8.2	8.3	8.4	8.4			0.4
8	8.9	8.9	9.6	9.6	10.0			1.1
				MATHE	MATICS			
GRADE	85-86	<u>86-87</u>	87-88	<u>88-89</u>	89-90	90-91	91-92	Gain
3	4.0	4.0	4.1	4.3	4.4			0.4
6	7.1	7.2	7.2	7.4	7.6			0.5
8	8.8	8.9	9.3	9.3	9.7			0.9
				TOTAL B	BATTERY			
<u>GRADE</u>	85-86	86-87	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	90-91	91-92	Gain
3	3.8	3.8	3.9	4.2	4.2			0.4
6	7.1	7.2	7.3	7.6	7.6			0.5
8	8.7	8.8	9.1	9.2	9.5			0.8

Results from administration of the California Acia, vement Tests, presented as grade equivalents; national averages equal the seventh month of each grade level (e.g., 3.7).



REGION 7 ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986-1990

READING

GRADE	85-86	86-87	<u>87-88</u>	<u>88-89</u>	<u>89-90</u> .	90-91	<u>91-52</u>	Gain
3	3.8	3.8	4.0	3.9	4.1			0.3
6	7.0	7.0	7.1	7.3	7.3			0.3
8	9.0	9.1	9.1	9.2	9.5			0.5
				LANG	UAGE			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	88-89	<u>89-90</u>	90-91	<u>91-92</u>	Gain
3	4.7	4.7	4.9	4.8	5.0			0.3
6	8.1	8.3	8.3	8.4	8.5			0.4
8	9.6	9.8	10.0	10.0	10.4			0.8
				MATHE	MATICS			
GRADE	85-86	86-87	87-88	<u>88-89</u>	<u>89-90</u>	90-91	91-92	Gain
3	4.1	4.1	4.3	4.3	4.5			0.4
6	7.1	7.2	7.4	7.5	7.7			0.6
8	8.9	9.1	9.3	9.4	10.0			1.1
				TOTAL	BATTERY			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	88-89	<u>89-90</u>	20-91	<u>91-92</u>	Gain
3	4.0	4.0	4.2	4.2	4.4			0.4
6	7.2	7.3	7.5	7.7	7.8			0.6
8	9.1	9.1	9.4	9.5	9.8			0.7

Results from administration of the California Achievement Tests, presented as grade equivalents; national averages equal the seventh month of each grade level (e.g., 3.7).



Table 16

REGION 8 ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986-1990

					21,10			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	89-90	<u>90-91</u>	<u>91-92</u>	Gain
3	4.4	4.3	4.4	4.4	4.7			0.3
6	7.3	7.3	7.3	7.5	7.5			0.2
8	9.1	9.2	9.5	9.6	9.8			0.7
				LANG	UAGE			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	89-90	90-91	<u>91-92</u>	<u>Gain</u>
3	5.0	5.0	5.1	5.1	5.3			0.3
6	8.1	8.3	8.4	8.5	8.6			0.5
8	9.8	9.6	10.0	10.3	10.4			0.6
				MATHE	MATICS			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	88-89	89-90	90-91	<u>91-92</u>	Gain
3	4.6	4.5	4.8	4.8	5.0			0.4
6	7.2	7.5	7.6	7.8	8.0			0.8
8	9.1	9.2	9.5	9.8	10.2			1.1
				TOTAL	BATTERY			
GRADE	<u>85-86</u>	86-87	<u>87-88</u>	<u>88-89</u>	89-90	90-91	91-92	Gain
3	4.6	4.4	4.7	4.6	4.9			0.3
6	7.4	7.6	7.8	7.9	8.0			0.6
8	9.2	9.2	9.5	9.8	10.1			0.9

Results from administration of the California Achievement Tests, presented as grade equivalents; national averages equal the seventh month of each grade level (e.g., 3.7).



REGION 1 ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986-1990

GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	89-90	90-91	91-92	Gain
		49	50	50	55			9
3	46	49	30	50	33			•
6	44	45	46	46	47			3
8	45	47	48	49	50			5
				LANG	UAGE			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	89-90	20-91	91-92	Gain
3	56	59	58	58	65			9
								4
6	53	54	54	55	57			4
8	52	53	54	54	56			4
				MATHE	EMATICS			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	90-91	91-92	Gain
3	60	60	61	60	68			8
,	5 4	E C	52	54	59			5
6	54	55	53	54	39			3
8	53	54	55	55	60			7
				m O m 4 z	D A TOTAL			
				TOTAL	BATTERY			
GRADE	85-86	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	90-91	91-92	Gain
3	53	55	55	55	62			9
6	50	51	50	52	54			4
8	50	51	53	52	55			5

Results from administration of the California Achievement Tests, presented as national percentile ranks; national averages equal the 50th percentile for each grade level. Percentile ranks indicate the percentage of students in the nation who were surpassed by the typical student in North Carolina.



REGION 2 ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986–1990

				41.51.				
GRADE	<u>85-86</u>	86-87	<u>87-88</u>	<u>88-89</u>	89-90	90-91	91-92	Gain
3	49	51	53	55	56			7
6	47	48	50	50	52			5
8	47	49	49	50	53			6
				LANG	UAGE			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>	91-92	<u>Gain</u>
3	56	59	51	61	65			9
6	53	55	58	57	59			6
8	51	53	53	54	56			5
				MATHE	MATICS			
GRADE	85-86	<u>86-87</u>	87-88	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>	<u>91-92</u>	Gain
3	58	60	63	64	68			10
0	53	56	56	55	60			7
8	48	52	5' ,,	52	54			6
				TOTAL	BATTERY			
GRADE	<u>85-86</u>	86-87	<u>87-88</u>	99.89	<u>89-90</u>	<u>90-91</u>	91-92	<u>Gain</u>
3	53	56	59	60	63			10
6	50	52	55	54	56			6
8	49	51	52	52	54			5

Results from administration of the California Achievement Tests, presented as national per atile ranks; national averages equal the 50th percentile for each grade level. Percentile ranks indicate the percentage of students in the nation who were surpassed by the typical student in North Carolina.



REGION 3 ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986-1990

GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	^ <u>9-90</u>	20-91	91-92	Gain
3	54	55	56	57	59			5
6	50	50	49	51	53			3
•	40	44						_
8	49	49	52	53	54			5
				LANG	UAGE			
GRADE	85-86	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	90-91	<u>91-92</u>	Gain
3	61	62	65	63	66			5
6	58	58	58	59	60			2
8	55	54	57	56	57			2
				MATHE	MATICS			
GRADE	35-86	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	90-91	<u>91-92</u>	Gain
3	65	65	67	68	72			7
6	60	61	59	59	65			5
8	54	54	58	57	60			6
					BATTERY			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	90-91	91-92	Gain
3	60	61	63	63	67			7
6	56	56	55	56	59			3
8	53	52	55	55	57			4

Results from administration of the California Achievement Tests, presented as national percentile ranks; national averages equal the 50th percentile for each grade level. Percentile ranks indicate the percentage of students in the nation who were surpassed by the typical student in North Carolina.



Table 20

REGION 4 ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986–1990

				KEA	DING			
GRADE	<u>85-86</u>	<u>86-87</u>	87-88	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>	91-92	Gain
3	45	45	48	48	52			7
6	41	44	43	45	45			4
8	42	42	43	45	48			6
				LANG	GUAGE			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	88-89	<u>89-90</u>	90-91	<u>91-92</u>	Gain
3	55	55	56	56	61			6
6	50	52	51	51	53			3
8	49	49	49	49	50			1
			1	MATHE	MATICS			
GRADE	85-86	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	90-91	91-92	<u>Gain</u>
3	57	59	61	61	67			10
6	52	54	52	53	56			4
8	46	47	51	49	52			6
				TOTAL I	BATTERY			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	89-90	90-91	91-92	Gain
3	50	52	54	54	59			9
6	47	49	48	49	51			4
8	45	46	48	49	50			5

Results from administration of the California Achievement Tests, presented as national percentile ranks; national averages equal the 50th percentile for each grade level. Percentile ranks indicate the percentage of students in the nation who were surpassed by the typical student in North Carolina.



REGION 5 ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986-1990

GRADE	<u>85-86</u>	<u>86-87</u>	87-88	88-89	89-90	90-91	91-92	Gain
3	57	57	57	58	59			2
6	53	53	54	55	55			2
8	51	52	54	55	57			6
				LANG	GUAGE			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	89-90	90-91	<u>91-92</u>	Gain
3	62	62	63	63	66			4
6	59	59	60	61	62			3
8	56	55	57	57	60			4
				MATHE	MATICS			
GRADE	85-86	<u>86-87</u>	<u>87-88</u>	88-89	89-90	<u>90-91</u>	<u>91-92</u>	<u>Ga</u> in
3	67	66	68	68	73			6
6	59	60	60	62	66			7
8	54	53	57	57	61			7
				TOTAL B	BATTERY			
GRADE	85-86	86-87	87-88	<u>88-89</u>	<u>83.90</u>	90-91	91-92	Gain
3	62	62	63	63	67			5
6	56	57	58	59	61			5
8	54	53	56	56	59			5

Results from administration of the California Achievement Tests, presented as national percentile ranks; national averages equal the 50th percentile for each grade level. Percentile ranks indicate the percentage of students in the nation who were surpassed by the typical student in North Carolina.



Table 22

REGION 6 ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986–1990

Gain	<u>91-92</u>	20-91	<u>89-90</u>	<u>88-89</u>	<u>87-88</u>	86-87	<u>85-86</u>	GRADE
3			54	55	50	50	51	3
4			53	54	51	50	49	6
7			54	51	50	48	47	8
			GUAGE	LAN				
Gain	<u>91-92</u>	90-91	<u>89-90</u>	<u>88-89</u>	87-88	86-87	<u>85-86</u>	GRADE
4			63	64	60	59	59	3
5			60	60	59	57	55	6
6			56	54	54	51	50	8
			EMATICS	MATH				
Gain	91-92	<u>90-91</u>	89-90	<u>88-89</u>	87-88	<u>86-87</u>	<u>85-86</u>	GRADE
7			68	66	64	61	61	3
8			64	62	58	58	56	6
8			58	55	55	52	50	8
		,	BATTERY	TOTAL				
Gain	91-92	90-91	<u>89-90</u>	88-89	<u>87-88</u>	<u>86-87</u>	<u>85-86</u>	GRADE
6	21.22	23.23	62	61	57	56	56	3
U			02	-				
5			58	58	55	55	53	6
6			56	53	53	50	50	8

Results from administration of the California Achievement Tests, presented as national percentile ranks; national averages equal the 50th percentile for each grade level. Percentile ranks indicate the percentage of students in the nation who were surpassed by the typical student in North Carolina.



Table 23

REGION 7 ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986-1990

GRADE	<u>85-86</u>	86-87	<u>87-88</u>	88-89	<u>89-90</u>	90-91	91-92	Gain
3	55	54	55	56	57			2
6	53	53	54	56	56			3
8	51	52	54	55	57			6
				LANG	UAGE			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	88-89	89-90	90-91	<u>91-92</u>	Gain
3	60	60	61	61	65			5
6	57	58	59	60	61			4
8	55	55	56	57	59			4
				MATHE	MATICS			
GRADE	<u>85-86</u>	86-87	87-88	88-89	<u>89-90</u>	90-91	<u>91-92</u>	Gain
3	62	62	65	65	69			7
6	58	59	60	63	67			9
8	52	52	55	57	61			9
				TOTAL	BATTERY			
GRADE	85-86	<u>86-87</u>	<u>87-88</u>	88-89	89-90	90-91	91-92	Gain
3	59	59	60	61	64			5
6	56	56	57	60	62			6
. 8	53	53	55	56	59			6

Results from administration of the California Achievement Tests, presented as national percentile ranks; national averages equal the 50th percentile for each grade level. Percentile ranks indicate the percentage of students in the nation who were surpassed by the typical student in North Carolina.



Table 24

REGION 8 ACHIEVEMENT RESULTS¹ CALIFORNIA ACHIEVEMENT TESTS SPRING, 1986-1990

GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	89-90	90-91	1-92	<u>Gain</u>
3	61	60	62	61	64			3
6	56	57	58	60	59			3
8	55	55	56	58	59			4
				LANG	GUAGE			
GRADE	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	90-91	<u>91-92</u>	Gain
3	65	64	66	65	69			4
6	5 6	60	59	61	63			7
8	57	56	57	59	59			2
				MATHE	MATICS			
GRADE	85-86	86-87	87-88	<u>88-89</u>	<u>89-90</u>	20-2 1	91-92	<u>Gain</u>
3	71	69	75	75	79			8
6	60	65	66	68	70			10
8	54	55	58	61	63			9
				TOTAL	BATTERY			
GRADE	85-86	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	90-91	91-92	Gain
3	67	65	69	68	72			5
6	57	61	61	64	65			8
8	55	55	56	59	61			6

Results from administration of the California Achievement Tests, presented as national percentile ranks; national averages equal the 50th percentile for each grade level. Percentile ranks indicate the percentage of students in the nation who were surpassed by the typical student in North Carolina.



STATE

ACHIEVEMENT RESULTS NORTH CAROLINA SCIENCE AND SOCIAL STUDIES TESTS

1987 EDITION, FORM B

SPRING, 1988

(STATE NORMS)

SCIENCE

<u>Grade</u>	$\mathbf{N}_{\mathbf{l}}$	Interpolated Median Raw <u>Score²</u>	Corresponding Median State <u>Percentile³</u>	Rounded Median Raw <u>Score⁴</u>	Corresponding Median State Percentile ³
3	80,485	37.03	50	37	5%
6	77,055	38.37	50	38	49
8	79,899	35.38	50	35	48

Grade	\overline{N}_1	Interpolated Median Raw <u>Score²</u>	Corresponding Median State Percentile ³	Rounded Median Raw <u>Score⁴</u>	Corresponding Median State Percentile ³
3	80,621	40.70	50	41	51
6	77,194	39.61	50	40	51
8	80,118	37.59	50	38	51

N = number of students tested.

Interpolated Median Raw Score rounded to nearest whole number. Rounded raw score values are used to report test results on the Science and Social Studies Summary Reports (See Appendix C).



Median Raw Score = the score that separates the upper half of a score distribution from the bottom half. Exactly 50 percent of the group scored above the median raw score and 50 percent below.

Median State Percentile = the percentage of students in North Carolina who scored <u>below</u> the median raw score value - - Spring, 1988.

STATE

ACHIEVEMENT RESULTS NORTH CAROLINA SCIENCE AND SOCIAL STUDIES TESTS

1987 EDITION, FORM B

SPRING, 1990

SCIENCE

<u>Grade</u>	<u>N</u> 1	Interpolated Median Raw Score ²	Corresponding Median State Percentile ³	Rounded Median Raw <u>Score⁴</u>	Corresponding Median State <u>Percentile</u> ⁵
3	82,420	38.26	50	38	54
6	79,922	39.35	50	39	52
8	76,162	36.35	50	36	52

<u>Grade</u>	N^1	Interpolated Median Raw Score ²	Corresponding Median State Percentile ³	Rounded Median Raw <u>Score⁴</u>	Corresponding Median State <u>Percentile⁵</u>
3	82,479	42.87	50	43	58
6	79,962	S' K	50	40	51
8	76,289	38.03	50	38	51

¹ N = number of students tested.

Median State Percentile = the percentage of students in North Carolina who scored <u>below</u> the median raw score value--based on Spring, 1988 State Percentile Norms Tables.



Median Raw Score = the score that separates the upper half of a score distribution from the bottom half. Exactly 50 percent of the group scored above the median raw score and 50 percent below.

Median State Percentile = the percentage of students in North Carolina who scored below the median raw score value - - based on Spring, 1990 State raw score distributions.

⁴ Interpolated Median Raw Score rounded to nearest whole number. Rounded raw score values are used to report test results on the Science and Social Studies Summary Reports (See Appendix C).

STATE

ACHIEVEMENT RESULTS NORTH CAROLINA SCIENCE AND SOCIAL STUDIES TESTS

1987 EDITION, FORM B

SPRING 1988 AND SPRING 1990

SCIENCE

<u>Grade</u>	<u>87-88</u>	Median Ra 89-90	w Score ¹ 91-92	<u>Gain</u>	<u>87-88</u>	<u>Mean Ra</u> 89-90	w <u>Score²</u> 91-92	Gain
3	37.0	38.3		1.3	36.7	37.8		1.1
6	38.4	39.4		1.0	37.6	38.5		0.9
8	35.4	36.4		1.0	35.1	36.0		0.9

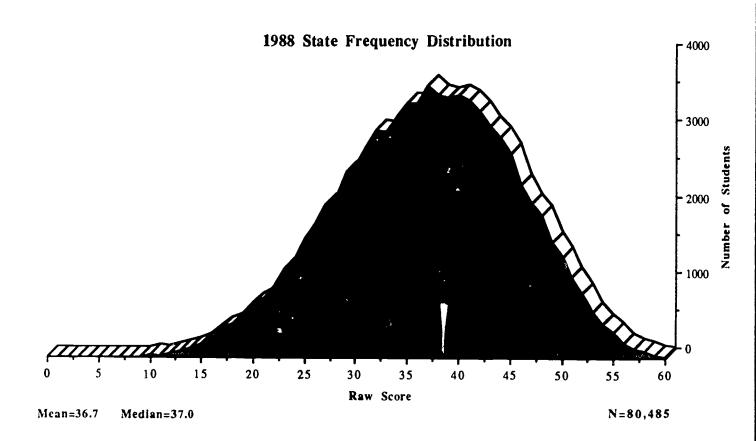
<u>Grade</u>	<u>87-88</u>	Median Ra 89-90	w Score ¹ 91-92	Gain	<u>87-88</u>	<u>Mean Ra</u> 89-90	w <u>Score</u> ² 91-92	<u>Gain</u>
3	40.7	42.9		2.2	40.0	41.9		1.9
6	39.6	40.0		0.4	38.7	38.9		0.2
8	37.6	38.0		0.4	36.9	37.3		0.4

Mean Raw Score = the numeric average derived by totaling all valid raw sc ares and dividing by the total number of valid scores (students).



Median Raw Score = the score that separates the upper half of a score distribution from the bottom half. Exactly 50 percent of the group scored above the median raw score and 50 percent JW.

Figure 4
North Carolina Science Test, Form B
Grade 3 Total Score



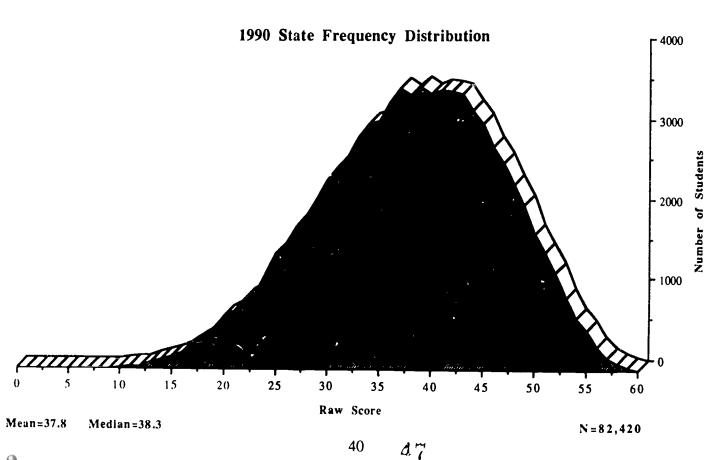
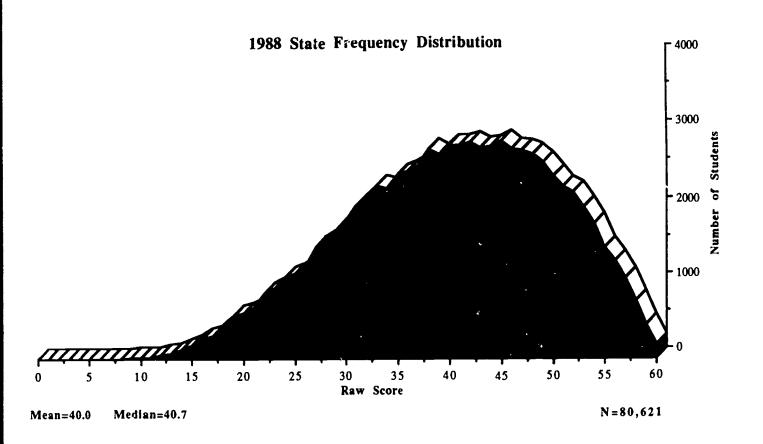




Figure 5
North Carolina Social Studies Test, Form B
Grade 3 Total Score



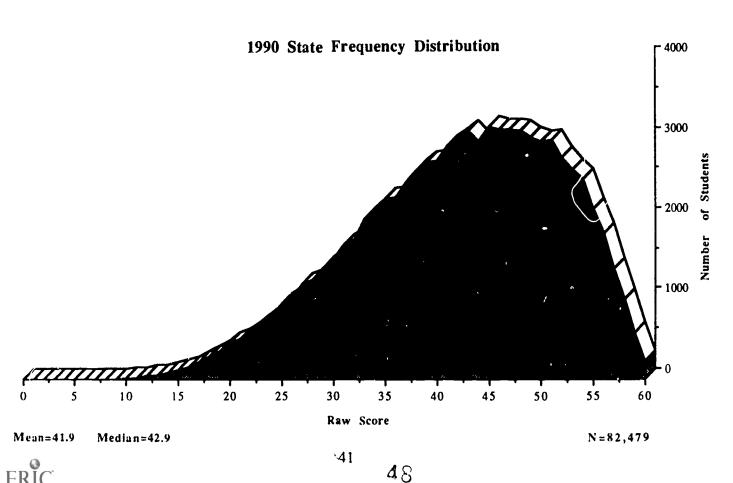
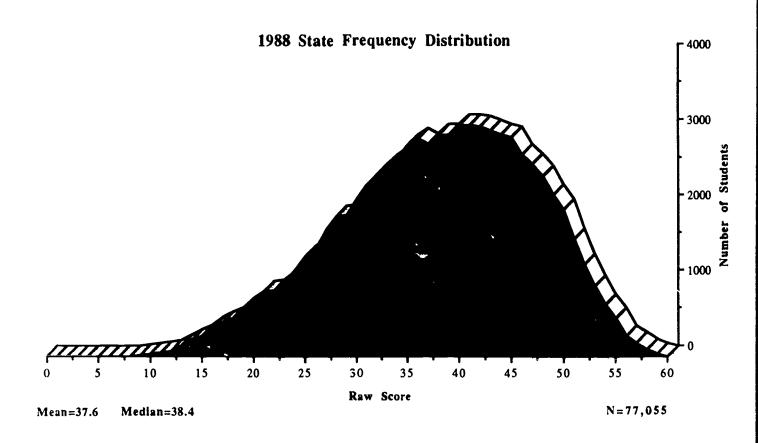


Figure 6
North Carolina Science Test, Form B
Grade 6 Total Score



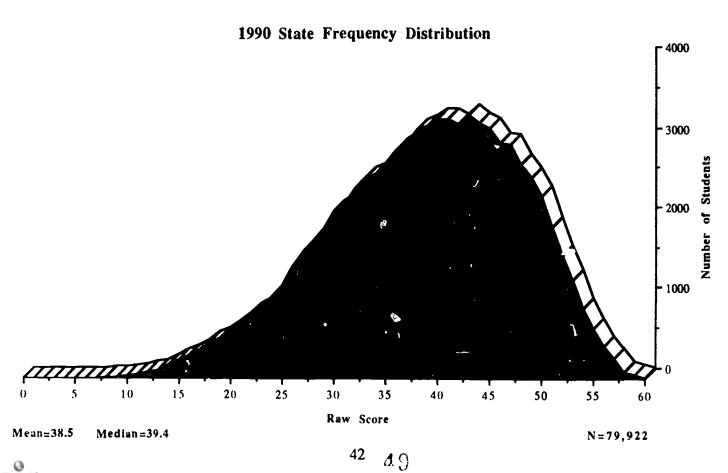
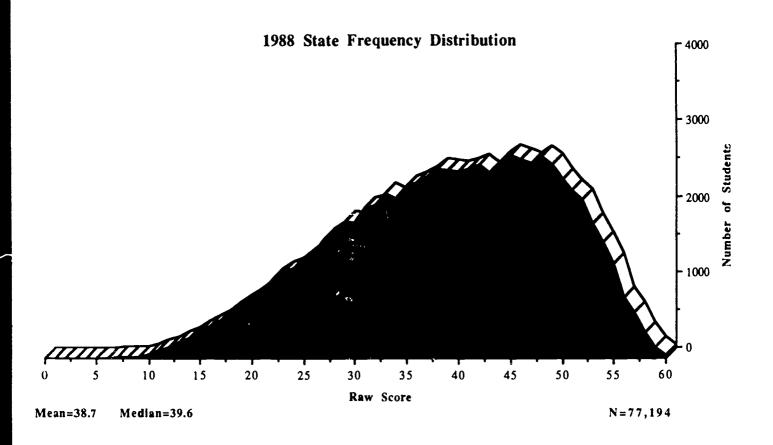


Figure 7
North Carolina Social Studies Test, Form B
Grade 6 Total Score



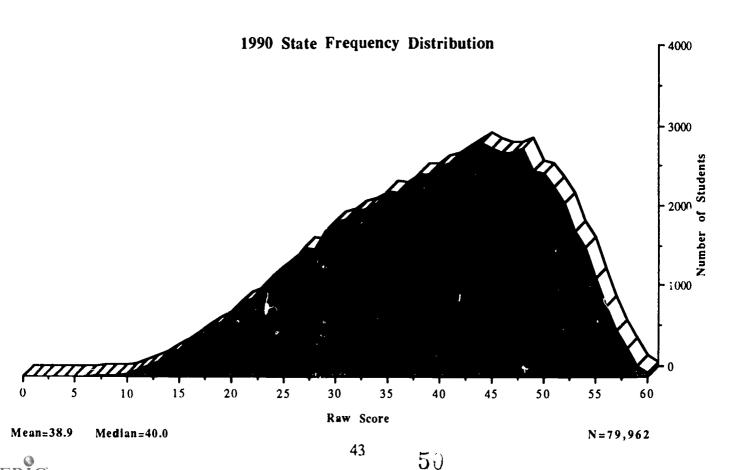
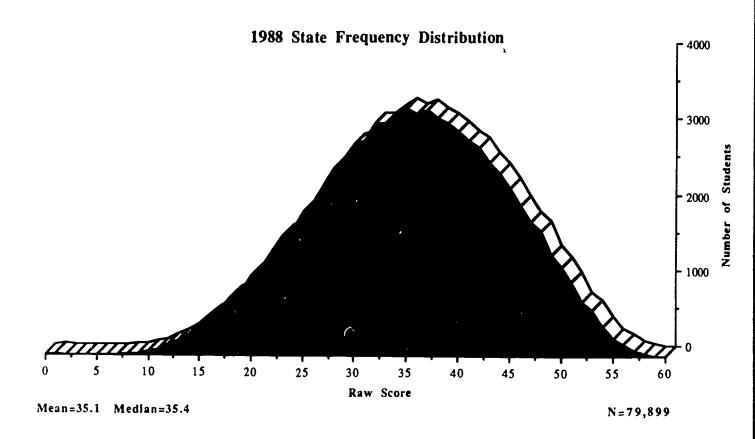


Figure 8
North Carolina Science Test, Form B
Grade 8 Total Score



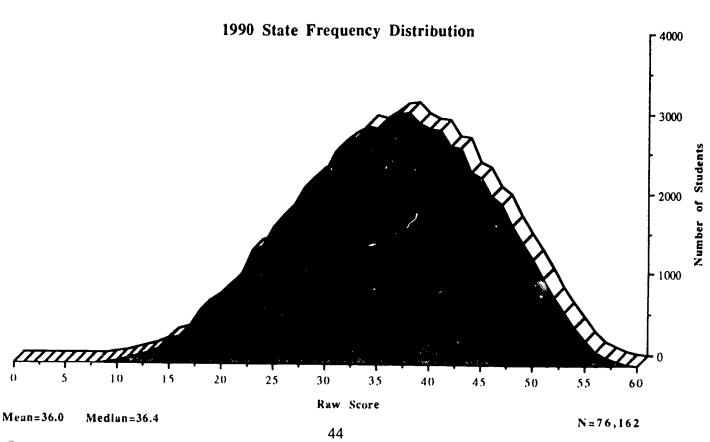
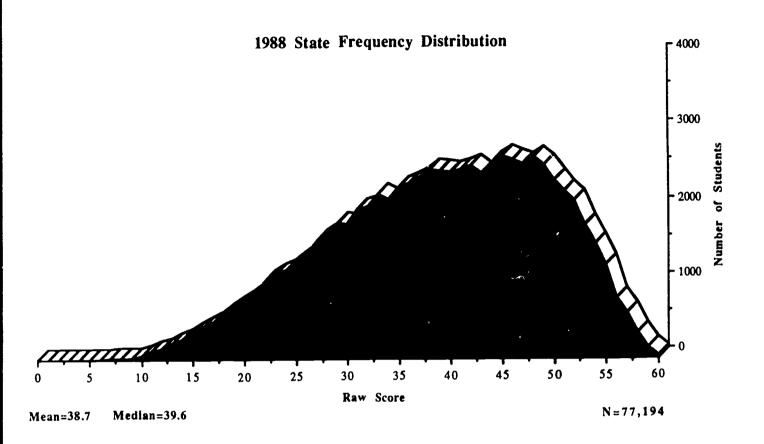
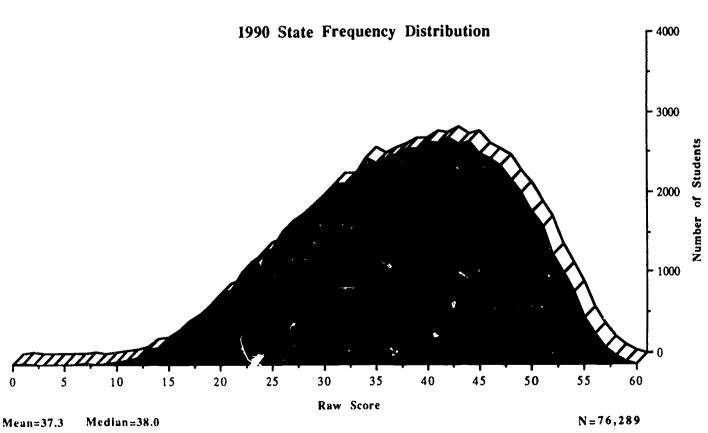




Figure 9
North Carolina Social Studies Test, Form B
Grade 8 Total Score







REGIONS GRADE 3

ACHIEVEMENT RESULTS NORTH CAROLINA SCIENCE AND SOCIAL STUDIES TESTS AVERAGE RAW SCORES 1987 EDITION, FORM B

SPRING 1988 AND SPRING 1990

SCIENCE

Region		Med	ian Raw Sco	re ¹		Mea	an Raw Score	2
1	87-88 35.6	<u>89-90</u> 37.5	91-92	<u>Gain</u> 1.9	87-88 35.4	89-90 37.1	<u>91-92</u>	<u>Gain</u> 1.7
2	36.6	38.4		1.8	36.3	38.1		1.8
3	37.0	38.1		1.1	36.6	37.7		1.1
4	35.9	37.3		1.4	35.8	36.9		1.1
5	37.7	38.7		1.0	37.4	38.1		0.7
6	36.3	37.4		1.1	35.9	36.9		1.0
7	38.0	38.8		0.8	37.5	38.2		0.7
8	39.2	40.5		1.3	38.8	39.8		1.0
STATE	37.0	38.3		1.3	36.7	37.8		1.1

SOCIAL STUDIES

Region		Med	ian Raw Sco	re ¹		Me	an Raw Score	2
1	87-88 38.9	<u>89-90</u> 41.4	<u>91-92</u>	<u>Gain</u> 2.5	87-88 38.4	89-90 40.5	91-92	<u>Gain</u> 2.1
2	40.0	42.6		2.6	39.4	41.7		2.3
3	40.0	42.8		2.8	39.4	41.8		2.4
4	39.6	42.4		2.8	39.2	41.3		2.1
5	41.9	43.3		1.4	41.1	42.3		1.2
6	40.1	42.2		2.1	39.4	41.3		1.9
7	41.7	43.3		1.6	40.9	42.3		1.4
8	43.6	45.1		1.5	42.6	44.1		1.5
STATE	40.7	42.9		2.2	40.0	41.9		1.9

Median Raw Score = the score that separates the upper half of a score distribution from the bottom half. Exactly 50 percent of the group scored above the median and 50 percent below.

Mean Raw Score = the numeric average derived by totaling all raw scores and dividing by the total number of valid scores (students).



REGIONS GRADE 6

ACHIEVEMENT RESULTS NORTH CAROLINA SCIENCE AND SOCIAL STUDIES TESTS AVERAGE RAW SCORES 1987 EDITION, FORM B

SPRING 1988 AND SPRING 1990

SCIENCE

Region		Med	ian Raw Score ¹		Mea	n Raw Score ²
1	87-88 37.6	89-90 38.5	91-92 Gain 0.9	<u>87-88</u> 37.2	89-90 37.9	91-92 <u>Gain</u> 0.7
2	38.6	39.3	0.7	38.0	38.5	0.5
3	38.3	39.2	0.9	37.6	38.5	0.9
4	36.3	36.9	0.6	35.8	36.5	0.7
5	39.1	.19.9	0.8	38.3	39.1	0.8
6	7.9	39.3	1.4	37.2	38.5	1.3
7	39.3	40.5	1.2	38.5	39.4	0.9
8	40.2	41.3	1.1	39.1	40.1	1.0
STATE	38.4	39.4	1.0	37.6	38.5	0.9

Region		Med	ian Raw Score ¹			<u>M</u>	ean Raw Score	2
1	87-88 37.8	89-90 38.5	<u>91-92</u>	<u>Gain</u> 0.7	87-88 37.4	89-90 37.7	91-92	<u>Gain</u> 0.3
2	39.6	39.7		0.1	38.8	38.7		-0.1
3	39.2	39.6		0.4	38.4	38.6		0.2
4	36.9	37.3		0.4	36.6	36.6		0.0
5	40.8	41.3		0.5	39 7	40.0		0.3
6	39.4	40.1		0.7	38.4	39.0		0.6
7	41.0	41.3		0.3	39.7	39.8		0.1
8	42.0	42.1		0.1	40.6	40.7		0.1
STATE	39.6	40.0		0.4	38.7	38.9		0.2

Median Raw Score = the score that separates the upper half of a score distribution from the bottom half. Exactly 50 percent of the group scored above the median and 50 percent below.

Mean Raw Score = the numeric average derived by totaling all raw scores and dividing by the total number of valid scores (students).



REGIONS GRADE 8

ACHIEVEMENT RESULTS NORTH CAROLINA SCIENCE AND SOCIAL STUDIES TESTS AVERAGE RAW SCORES 1987 EDITION, FORM B

SPRING 1988 AND SPRING 1990

SCIENCE

Region		Med	ian Raw Score ¹		Mea	n Raw Score ²
1	87-88 34.8	<u>89-90</u> 36.4	<u>91-92 Gain</u> 1.6	<u>87-88</u> 34.9	89-90 36.0	91-92 Gain 1.1
2	35.1	36.2	1.1	34.8	35.8	1.0
3	35.6	36.1	0.5	35.4	35.8	0.4
4	33.5	34.4	0.9	33.5	34.3	0.8
5	36.0	36.9	0.9	35.8	36.5	0.7
6	35.1	36.4	1.3	34.9	36.0	1.1
7	36.1	37.1	1.0	35.7	36.7	1.0
8	36.6	37.8	1.2	36.2	37.3	1.1
STATE	35.4	36.4	1.0	35.1	36.0	0.9

Region		Medi	an Raw Score ¹		Mea	n Raw Score ²
1	87-88 36.6	89-90 36.5	91-92 <u>Gain</u> -0.1	87-88 36.2	89-90 36.2	91-92 Gain 0.0
2	37.0	37.4	0.4	36.5	36.8	0.3
3	37.5	37.9	0.4	36.8	37.2	0.4
4	35.3	35.8	0.5	35.1	35.6	0.5
5	38.5	39.1	0.6	37.7	38.4	0.7
6	37.7	37.8	0.1	36.9	37.1	0.2
7	38.8	39.3	0.5	37.8	38.5	0.7
8	39.0	39.6	0.6	38.2	38.6	0.4
STATE	37.6	38.0	0.4	36.9	37.3	0.4

Median Raw Score = the score that separates the upper half of a score distribution from the bottom half. Exactly 50 percent of the group scored above the median and 50 percent below.

Mean Raw Score = the numeric average derived by totaling all raw scores and dividing by the total number of valid scores (students).



Table 51

REGIONS GRADES 3, 6, AND 8 ACHIEVEMENT RESULTS NORTH CAROLINA SCIENCE TESTS 1987 EDITION, FORM B MEDIAN STATE PERCENTILES¹ SPRING 1988 AND SPRING 1990

Region		Grade	Three			Grad	e Six			Grade	Eight	
	<u>87-88</u>	89-90	<u>91-92</u>	Gain	<u>87-88</u>	<u>89-90</u>	91-92	Gain	87-88	89-90	91-92	<u>Gain</u>
1	46	50		4	49	49		0	48	52		4
2	50	54		4	52	52		0	48	52		4
3	50	54		4	49	52		3	52	52		n
4	46	50		4	41	45		4	44	44		0
5	54	59		5	52	56		4	52	57		5
6	46	50		4	49	52		3	48	52		4
7	54	59		5	52	60		8	52	57		5
8	59	63		4	56	60		4	57	61		4
STATE	50	54		4	49	52		3	48	52		4

The 1988 Median State Raw Score for grade six (rounded to the number) equals 38, which corresponds to a 1988 Median State Percentile of 49 (see Table 25). Interpolated Median Raw Scores, which correspond to the 50th state percentile are also present in Table 25. The 1988 rounded Median Raw Scores for grades three and eight are 37 and 35, which correspond to 1988 Median State Percentiles of 50 and 48, respectively. State Percentile Ranks indicate the percentage of students in the State who were surpassed by the typical student in the Region. Percentile Rank Scores reported for 1990 are based on the 1988 State Norm Tables.



Table 32

REGIONS GRADES 3, 6, AND 8 ACHIEVEMENT RESULTS NORTH CAROLINA SOCIAL STUDIES TESTS 1987 EDITION, FORM B MEDIAN STATE PERCENTILES¹ SPRING 1988 AND SPRING 1990

Region		Grade				Grad	e Six			Grade	Eight	
	87-88	89-90	<u>91-92</u>	Gain	<u>87-88</u>	<u>89-90</u>	91-92	Gain	<u>87-88</u>	89-90	91-92	Gain
1	44	51		7	45	45		0	48	48		0
2	48	58		10	51	51		0	48	48		0
3	48	58		10	48	51		3	48	51		3
4	48	55		7	42	42		0	41	44		3
5	55	58		3	54	54		0	51	55		4
6	48	55		7	48	51		3	51	51		0
7	55	78		3	54	54		0	55	55		0
8	62	65		3	58	58		0	55	59		4
STATE	51	58		7	51	51		0	51	51		0

The 1988 Median State Raw Score for grade three (rounded to the nearest whole number) equals 41, which corresponds to a 1988 Median State Percentile of 51 (see Table 25). Interpolated Median Raw Scores, which correspond to the 50th state percentile are also present in Table 25. The 1988 rounded Median Raw Scores for grades six and eight are 40 and 38, which correspond to 1988 Median State Percentiles of 51 and 51, respectively. State Percentile Ranks indicate the percentage of students in the State who were surpassed by the typical student in the Region. Percentile Rank Scores reported for 1990 are based on the 1988 State Norm Tables.



APPENDIX A

State Summary Reports (SIQ)

California Achievement Tests

Reproduced on the following pages are the state level summary reports which include student performance reported for each group of students as defined by the Student Information Questionnaire (e.g., ethnic origin, sex, parental education). While a number of trends in performance observed from earlier administrations of the CAT continue, such as the strong influence of parental education on achievement averages, the reader must keep in mind that while such identified variables may positively correlate with student performance, one cannot infer that parental education causes higher student achievement. This concept should be kept in mind as one examines the state reports for other score trends.



Reading Language Mathematics Total Total Vocab Total Compre hension 001 Total Compu tation Reading Expressor Language Mathematics SPRING Battery CTB ID 1990 Run Date 05.16/90 School System School STATE AVERAGE 687 56 690 56 683 4.1 689 57 54 693 72 693 58 690 5.0 696 65 59 710 72 493 66 701 4.6 703 71 61 4.4 697 65 58 691 (N= 82791) NATIONAL NORM AVERAGE 678 50 680 50 674 3.7 680 50 50 673 50 683 50 676 3.7 681 50 50 686 50 675 50 681 3.7 681 50 50 678 . 3.7 682 50 50 TOTAL, LESS ALL HANDICAPPED STATE (N= 7418)) 692 60 694 59 691 4.6 694 60 56 697 75 698 61 696 5.4 701 69 61 713 75 697 70 706 4.8 706 74 63 697 4.8 701 39 61 ARE NOT CALCULATED AND REPORTED FOR ERCLIDS OF LESS THAN 10 STUDENTS

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STUDENT INFORMATION QUESTIONNAIRE

SUMMARY REPORT

Sixth Grade Report

TESTING PROBLEM

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STUDENT INFORMATION QUESTIONNAIRE

SUMMARY REPORT

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Sixth Grade Report STUDENT INFORMATION QUESTIONNAIRE SUMMARY REPORT STATE Reading Language Total 003 Total Total Total Vecan Reading SPRING Language Mathematics Battery 1990 CTB ID Run Date 05/24/90 School System School **ECIA CHAPTER I PROGRAM** STATE (N= 66792) 744 58 746 61 742 7.5 745 60 55 728 66 731 64 728 8.9 730 66 59 784 69 744 67 762 8.0 764 70 61 8.1 747 66 59 YES, READING STATE (N= 8186) 703 25 717 28 707 5.4 710 26 36 702 38 690 30 692 5.1 696 33 41 756 43 709 33 731 5.8 733 38 44 710 5.5 713 31 39 YES, MATHEMATICS STATE (N=1364)718 35 727 37 717 5.8 723 36 42 703 39 700 38 697 5.5 702 39 43 753 40 708 32 728 5.7 730 35 42 714 5.7 718 35 41 YES, READING/LANGUAGE STATE (N= 1383) 6% 21 713 25 700 5.1 704 23 34 699 35 684 27 688 4.9 690 29 39 756 43 705 30 729 5.7 730 36 42 706 5.3 709 28 37 YES, READING/MATHEMATICS STATE 695 21 712 24 698 5.0 704 22 33 (N= 2111) 694 30 679 24 683 4.3 686 26 37 747 35 696 25 720 5.4 721 27 38 700 5.8 703 24 35 YES, OTHER STATE (N= 169) 696 21 716 28 703 5.2 707 24 36 695 31 683 26 684 747 35 703 28 725 5.6 728 34 41 4.5 691 29 39 704 5.2 707 26 37 * INDICATES MEDIAN SCALE SCORES AND MEDIAN NATIONAL PERCENTILES ARE NOT CALCULATED AND REPONTED FOR GROUPS OF LESS THAN TO STUDENTS demed through action score. Agreemilies are derived from distributions of including agrees rather than distributions of group engrages.

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STUDENT INFORMATION QUESTIONNAIRE

Stxth Grade Plagor

SUMMARY REPORT

TOTAL PROBLEM

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1 Percentiles are derived from distributions of individual scores rather than distributions of group averages

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Published 1985 STUDENT INFORMATION QUESTIONNAIRE

Sixth Grade Report

SUMMARY REPORT

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Sixth Grade Report

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tries represent appropriate averages derived through scale score.

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Eighth Grade Heport

California Achievement Tests Form E Level 18

STUDENT INFORMATION QUESTIONNAIRE

SUMMARY REPORT

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Eighth Chace Hebort California Achievement Tests Form E Level 18

STUDENT INFORMATION QUESTIONNAIRE

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Eighth Grade Report

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* INDICATES MEDIAN SCALE SCOPES AND MEDIAN NATIONAL PERCENTILES APE, NOT CALCULATED AND PEPORTED FOR SPONSIOF itries represent appropriate averages derived through scale score

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¹ percentiles are derived from distributions of individual scores rather than distributions of group averages

APPENDIX B Regional Summary Reports (LEAs) California Achievement Tests



REGION 1

California Achievement Tests Form E Level 13

Published 1985

STUDENT INFORMATION QUESTIONNAIRE

Third Grade Report

SUMMARY REPORT

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School		181	13	16.	1/,	, , ,	1	716,77	111	11	I GAILLE	1.6	Calle	21	1/1	' /	1/3	116.64	111	1/	o Core	`\`	Centile	<u>`</u>	13	, \ \	1/4	Acenille in	!//	1/1	1/4	1/	1	Canales	14	\	
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HERTFORD CO	(N=	277)	705	, 70	682	2 51 ·	691	4.6	6 694	, <mark>60</mark>	56	1	701	78	683	49	1 1	[693	1 1				- 1			696	L :	3 699			-	691	<u> </u>	4 697		
HYDE COUNTY	(N=	74)	701	67	694	, 59	6 96	4.9	9 703	67	58		704	80	693	58	696	5.4	702	71	61	1.			1 1		707		1	1	-	11	700	1	0 707		-
HARTIN COUNTY	(N=	344)				1 1	662	1 1	5 670		1		1 1	1	684		1 1		691	60	56	11	716 7	76	675	50	695	4.3	3 695	, 63	59	4	680	1	8 685		
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PITT COUNTY	(N=	150)			677		1 1	1 1	8 680 2 687		1		1		686				694 6		!					1 1	716	1 1	1	! !			695		7 695	5 63	5 60
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tries apresent ap	propriate a	averages derived th	roug"	Sail	3 220,	e	 !	Per	centile	,s ar€	err derr	ved '	from d	/ Sirit	outions.	<u>ا ا</u> اه د	individi	ual score	res rar	ther i	.ran d	.str '	 outions	<u></u> s o!	g:our	p avi	erages	i	 '	1 1	<u></u> '	111					1:

Sixth Grade Report

STUDENT INFORMATION QUESTIONNAIRE

SUITHARY REPORT TESTES PARENTA

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School				<i>§</i> .				16/3					13		/			186.12					116		/			36.17				/					\
SCHOOL SYSTEM A	VERAGES		\rightarrow							7	\prod					\bigcap					\prod			\bigcap		\bigcap							1				Ų
SEAUFORT CO			735	50	741	55	733	6.8	738	52	50		722	60	723	57	720	8.3	721	56	55		774	58	732	55	748	7.1	751	55	54		733	7.1	736	53	53
HASHINGTON	{N=	284)	735	50	740	53	734	6.9	738	52	51		723	61	725	58	724	8.5	724	60	57		776	61	734	57	752	7.3	757	62	56		737	7.5	740	58	55
BERTIE COUNTY	(N=	302)	724	40	726	24	723	6.2	724	748	45	11	717	55	708	44	711	6.7	711	46	50		773	57	722	45	747	7.0	746	50	53	. -	727	6.6	725	42	49
CAMDEN COUNTY	(N=	302)	1	ĺ			746		745			Π						10.6		í	1 1						770		774		l		751		752	1	
CHOHAN COUNTY	(N=	84)	716	34	729	39	721	6.1	723	36	45	1	715	53	714	50	710	6.6	715	5 51	50		771	56	722	45	744	6.8	746	50	52	. -	725	6.4	728	45	48
CURRITUCK CO	(H=	204)					739		739			\mathbb{H}		1			731	l	728	1							754		752	1 1			741	7.9	741	59	56
DARE COUNTY	(N=	167)	741	55	746	61	742	7.5	743	58	55	1	722	60	725	58	724	8.5	723	5 59	56		778	62	744	67	760	7.8	761	67	60	\mathbb{H}	742	7.9	741	59	57
GATES COUNTY	{H=	223)	İ				741		744			11		.]			730	-	734	1					736				753	1 1			741	7.9	744	64	57
HERTFORD CO	<u>(N≃</u>	121)	76.0	EA	720	70	734	4 0	736	40		11	718	EA	707	43	711	1 6 2	714	50	50		772	57	723	44	745	A. 0	747	31	52	11	730	6.8	731	48	51
HYDE COUNTY	(N=	292)	- }				746		749	}								10.2		İ							769		767	1 1			751		751		
MARTIN COUNTY	(N=	58:	720	4E	727	EO	731	4 7	734	47	50		728	44	720	5.2	722	A 4	726	1 62	56		7A(1	65	729	52	752	7.3	755	59	56		735	7.3	737	55	54
PASQUOTANK CO	(N=	371)					734		736	ļ		П					727		730		!				735				758		l		739		741	1	
DEDOUGHAND CO	(N=	446)	700	-	49.	اجرا	700	- , -		0.0			900	4.3	710	2	-14 A		723	 -			750	A.E	710	EF	745	4 8	745	46	<u>_</u> ,		730	6.4	734	E1	51
PERQUIMANS CO	(N=	164)	/28	44	/36	46	728	0.5	731	44	40	$\ \ $	128	01	117	24	718				!		ł	l i			ļ				l				ļ		i i
PITT COUNTY	(N=	1289)		<u> </u>			731		733								719	l	720	<u>i_</u>	\coprod				735				757		li		735		736	1	
TYRRELL CO	(N=	78)	731	47	742	56	735	6.9	737	50	52		723	61	723	57	725	8.6	724) 60 	57		795	81	743	66	769		768	!			743		742		,
MASHINGTON CO	(N=	235)	726	42	730	40	725	6.3	729	42	47		718	56	710	46	709	6.5	715	5 50	50		773	58	723	46	745	6.9	750	54	52		726	6.5	732	49	50
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1 Purcentiles are derived from distributions of individual scores rather than distributions of group averages

All resent appropriate averages derived through scale score.

STUDENT INFORMATION QUESTIONNAIRE

SUMMARY REPORT

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/	Kin Count	Total Readir		\	///	$\overline{}$	cus res					Tota angua		•	//.	$ abla^i$	Compu	120	: \		Math	fotal iemai	ÇS				Tota Batte	ry					•	SPR1
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nool System	LICOLOGIA LECUA SE SECUE DAS SE	Medy Scale	de was scott	SEQUI	Action Cale Scales	OK ON	Medal Course	Cale	We dial crose	7.2% 1.2%	CEOTE	Cic Scale Per	Core	7 Equ	idian Scale of Aleni	Solore	Mon Ne Conve Co.	We Clar Scale	Core	Sal Cale	We and Store of the store of th	Ne GO	130 Kg	Macial State Number	Sole	STREETS	San Scale	Cote	N. EQU	the drive Scale Sco	SICILIANAL PERCE	- AUNAR		
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OOL SYSTEM AV	/ERAGES																																	
JFORT CO			764	52 7	757	49	759 8	8.	760	50	50	;	29	58	737	51	73/.	9.9	733	53	53	806	62	755	51	779	9.4	781	57	54	757	9.2	759	5
INGTON	(N= 326)],	763 !	51 7	757	49	760 9	0.0	761	51	51 ₁	11,	732	51	743	55	737	10.3	738	58	55	794	47	759	55	778	9.3	7 77	52	54	758	9.4	760	5
TE COUNTY	(N= 304)		765			\bot		\perp	760	_		11,	735	5.3	736	50	737	10.3	737	57	55	80	66	749	44	780	9.5	780	55	54	759	9.5	760	
	(N= 290)		l		i		- 1	- 1	ı		- 1	11		- 1	- 1	- 1	- 1	12.9			- 11	1		1	1		12.9	1			77.	12.9	1	1
EN COUNTY	(N= 66)				1		770 10		i	_			- 1	-		- 1	1				_]			1		- 1	11.2				<u> </u>	11.2	1	L
HAN COUNTY	(N= 152)		770	58	76C	57		- 1	766	ŀ	1	11	- 1		- 1	- 1	- 1	12.9	- 1		- 1-1	1	1	1		- 1		1					1	1
RITUCK CO	(N= 183)		772	59	759	54	766	8.6	764	55	55	11	729	58	739	52	734	9.9	736	56	53			1	1 1	- 1	10.0	l	1	1 i i	761		763	1
E COUNTY			777	63	763	61	770 1	0.4	770	63	57		737	67	756	66	744	12.9	750	70	59	81	67	777	73	789	12.3	794	72	61	768	11.2	772	1
ES COUNTY	(N= 205)	1	753	41	747	32	74,9	3.1	751	37	44	-	714	41	720	37	718	8.1	718	39	47	79	4 47	752	48	768	8.4	771	45	48	745	8.2	745	, :
TFORD CO	(N= 112)		757	46	754	45	757	3.7	756	45	48	1	727	55	730	45	730	9.2	725	48	51	81	1 3	. 23	49	783	10.0	182	58	56	757	9.2	756	+
	(N= 291)	-	762	- 1	İ		- 1	1	760	١	į		729	53	742	54	ا [خدج	10.0	737	57	54	1	:	753				767	1	1 1	754	8.8	750	ار
E COUNTY	(N= 67)								i				Ì	- 1			l			\perp	! [754			9.7	<u> </u>	.L_		760	9.7	760	۱,
TIN COUNTY	(N= 363)		764	52	760	56	761	9.1	761	51	51		i		ļ		1	10.7			- 11	ļ		1				1						
QUOTANK CO	(N= 365)		764	52	758	51	760	9.0	761	51	51		736	66	746	57	739	10.6	740	60	56	1	!	1			10.0	1	l	l!	761		761	1
QUIMANS CO			763	51	759	53	761	9.1	743	54	52		727	55	743	55	735	10.0	737	57	54	80	5 60	762	58	783	10.0	783	59	56	760	9.7	760	1
T COUNTY	(N= 123)		763	51	757	49	760	9.0	760	50	51		727	55	741	53	735	10.0	735	55	54	80	9 66	760	56	784	10.2	784	61	57	760	9.7	759	1
RELL CO	(N= 1250)		764	52	759	54	757	8.7	764	55	49		724	52	748	60	731	9.4	736	56	52	81	2 69	772	68	787	11.2	791	69	59	758	9.4	765	4
HINGTON CO	(N= 57)		756	45	755	47	755	8.5	754	42	48		730	59	736	4,	7-2	9.6	735	55	53	81	6 75	770	67	792	12.9	793	71	62	760	9.7	760	! ر
	(N= 213)					_				_						-				-		\vdash		-	<u> </u>	<u> </u>		-	+-	-	;	1	11	ψ
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¹ Percentiles are derived from distributions of individual scores rather than distributions of group averages

Third Grade Report

California Achievement Tests Form E Level 13 Published 1985

STUDENT INFORMATION QUESTIONNAIRE

SUMMARY REPORT

311 590 311 590

REGION 2																																			2		
$\overline{}$	Vocab (Compre Tersion	Total Reading	a	//	1	Lang Mechan	uage .cs E.	pression	<u> </u>	ı		otal guage	•		1/	Mathe Comp talion	matics	\$		м		otal	ics	//.			To:						0(07	SPRI	
ств ID	$\overline{}$				7.7	7/		$\sqrt{\lambda}$	1.	$\overrightarrow{}$		<u> </u>	<u>ر ه</u>	1.	$\overline{\Sigma}$	<i>}[]</i>									$\overline{\lambda}$	<u> </u>	\mathcal{H}			4	$\overline{\lambda}$	1			Ru	199 In D	
	186	de day scal	The an Scale	z \ 18	Made Edinaler	167		Lecian Scallage	Alass de C	;\@	2) Z		Crade is sole	180%	Hadia Scale	193		Jedian S. Caunalon	4 1		Ale Score	8	Grade Score Servenille	180	160	(g ₇)	CLING CO.	Kean Sca	Grade Ne Score	TO S	Wedian Scale	073	Cura to	Alla len			
	/ 30	138/36/2	3 8	"He	\36/	~{\g\	<u> </u>	1/28	73	્રું જ	78	1,00		8	``````````````````````````````````````	?{}\	(E/)	// _{.S} &	133	1,0	178	18			,Æ/,	(2)	(E/)	1/63	140	3/3	&/ <u>/</u> 2	4X	હે/		05/	25/9	10
School System		8 (10 8) B.	Tan Gale G	g/%	ST SCALE	0/6	3/30/	Callagen)	80/	જે/	(n)	(0 ₀)	\g	\ [`] ``\	18	(E) (S)	\$\\\ 200 \\		AS ASS	62).	\$ \\	<i>\$</i> 2	180	√%(5 / 8%		ZCIIVO C		~&\ ``&\	૿ૺૡૺ	\%\	$\mathcal{C}_{\mathbb{A}^3}$	8/8/				
•		Record Tele	(G) (S)	1/2/	(UNEL	1,0%	8.58.6		1/2	1,4	16	<i>\</i>	<i>જું</i> / જ	, /	120/	106	13/	Ez.	1/6	./3		/		, /	Char.	10%	1.0		1/5	1,8		00/	18/8	Eys.			
		/ //		1/2	1,64	· /	/6		III	' '	(87)		163		13		16	3/2/8/	III	` `	(63)		160		1,3	. /	/3	3/1/83	III	' '	(g)		16	4 (8)			
School		/ /	100	181	' '			/s./	' //	//	/°	<u>`</u> \	1	"\	()	`		161	//	//	/6	$' \setminus$	' /,	"\	()			(a),	' /'			` `	Ι,	16.1	, \		
			(, \	//		. \	, \	\mathcal{N}	//			. \			/	/	()									_ \	, \	. /	//	` /.			, \	\mathcal{N}		
			//		/,	\			/)	' '	$^{\prime\prime}$	`	/ /	ν,	//	' '			/ '	Ι)	///	`	/ /	\ `	/ /	`			/ /		//	'	\	`\	//	//	\
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CRAVEN COUNTY	(N=	608)			<u> </u>			٠,	1	L	$ldsymbol{ldsymbol{f L}}$		-		7.8.8		7.87	L	-	-	1,2	1	-		7.57	ļ,	94.		-		_		785		788	 	
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GREENE COUNTY	(N=	574)				1 28	, ,		1, 90		-		704		795		7.55		7.00		-		310	-		1	7.04	4.8	207	4	-		,,,		7.00		-
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NEW HANOVER	<u> (N=</u>	361)		39 47	4 4 64	140	402	4 7	200	4.7			205	1	700		40E	_ ,	701	40			713	74	701	75	707	A 8	700	76	24		698	<u> </u>	702	76	43
INCH TIANOTER	(N=	1460)	61	,0 0,	0 70	00	692	4.7	698	03	3"		075	/3	700	03	075	9.3	701	107	01		112	/*	′03	/3	707	4.0	709	/	54		376	4.7	100	/"	30
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PAHLICO CO	(N=	1484)	6	76 W	1 690	56	679	3.A	684	54	52		A 95	73	ARA	52	689	5.0	693	 	58		720	76	202	67	706	<u> </u>	770	77	64	-	691	4.4	692	60	58
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All entries represent appropriate averages derived through scale score

Percentiles are derived from distributions of individual scores rather than distributions of group averages



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California Achievement Teel Form E Level 16

STUDENT INFORMATION QUESTIONNAIRE

SUMMARY REPORT

TESTING PARTIES

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School						\ \ '	/	16.				<u>/</u>		<u> </u>			/	(g.)			1		(8.1				16.					18.1			
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LENGIR COUNTY KINSTON CITY	(N=	468)	j l	i l		i.	<u> i</u>	6.7	†	i	!		}			П	72 0 723	,		Ιİ			-			,	7.1		,		733 734		i		5 53 9 53
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es represent appropriate averages derived through scale score

Percentiles are derived from distributions of individual scores rather man distributions of group averages

Eighth Grade Report California Achievement Teets Form E Level 18 Published 1985

STUDENT INFORMATION QUESTIONNAIRE

SUMMARY REPORT

REGION 2							•																	_						_					2		
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BRUNSWICK CO	(N=	601)	762	50	756	48	758	8.7	760	50	49		720	47	734	48	728	8.9	729	49	50		796	49	755	51	774	8.9	775	50	51		753	8.7	754	49	50
CARTERET CO	(N=		769	57	760	56	764	9.5	764	55	53		727	55	741	54	732	9.6	735	55	53		807	63	762	58	782	9.8	785	62	56		759	9.5	762	58	54
CRAVEN COUNTY	<u>-</u>	586)	765	53	757	49	760	9.0	761	51	51		727	55	738	51	730	9.2	733	53	52		801	56	755	51	777	9.2	778	53	53		756	9.1	757	52	52
DUPLIN COUNTY	(N=	998)	767	55	757	49	760	9.0	761	51	51		732	61	741	54	737	10.3	737	57	55		806	62	755	51	779	9.4	779	54	54		758	9.4	760	55	53
GREENE COUNTY	(N=	551)	756	45	753	41	752	8.3	756	45	45		721	49	729	44	724	8.5	724	44	48		790	43	745	40	769	8.5	766	39	47		748	8.4	748	42	47
JONES COUNTY	(N=	232)	-				756		758	ł					735	1		1	733								776		779				754	8.8	757	52	51
<u> </u>	(N=	122)							<u> </u>	$oldsymbol{ol}}}}}}}}}}}}}}}}}}$							<u> </u>	<u> </u>		<u> </u>			L						<u> </u>	Ш				_			_
LENOIR COUNTY	(N=	477)	764	52	757	50	759	8.6	761	51	50				739	1 1		1	734	59	53			İ			780		781				757 		1	53	ı
KINSTON CITY	(N=	311)	755	44	754	44	756	8.6	754	42	48		726	54	738	51	734	9.9	730 	50	53		806	62	750	45	777	9.2	780	55	53		755	9.1	754	49	52
NEW HANOVER	(N=	1324)	775	62	763	63	768	10.1	769	62	57		736	67	755	65	745	12.5	746	65	60		807	63	763	60	783	10.0	785	62	56		766	10.6	767	64	58
ONSLOW COUNTY			768	56	758	52	762	9.2	764	55	52		726	54	740	53	731	9.4	733	53	52		806	63	758	54	782	9.8	782	58	56		758	9.4	759	54	53
PAMLICO CO	(N=	1231)	768	56	760	56	764	9.5	764	55	53		730	59	743	55	738	10.4	737	57	55		820	80	765	62	791	12.9	793	71	61		764	10.3	765	62	57
PENDER COUNTY	(N=	151)	759	48	756	48	756	8.6	758	48	48		729	57	736	49	732	9.6	734	54	52		792	45	749	44	771	8.6	770	44	49		753	8.7	753	47	50
SAMPSON CO	(N=	364)					757		761		\square					\perp		10.2	746	60	55		798	FZ	760	56	777	9 2	779	54	53		757	9.2	760	55	53
-	(N=	489)	1		ŀ	1			1	1	1						İ		1																ļ		
CLINTON CITY	(N=	184)	758	47	755	46	754	8.4	758	48	47		/28	56	/4/	58	/35	10.0	754	5/	54		L				785		<u> </u>				758			53	
WAYNE COUNTY	(N=	1002)	772	59	761	58	765	9.6	766	58	54		734	64	747	59	740	10.7	742	62	57		801	56	75 9	55	779	9.4	781	56	54		761	9.8	763	59	55
GOLDSBORO	(N=	331)	753	41	753	41	752	8.3	753	41	46		720	48	729	44	725	8.6	723	43	49		795	48	740	35	768	8.4	767	40	47	Hi	748	8.4	747	40	47
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All entries represent appropriate averages derived through scale score

Percentiles are derived from distributions of individual scores rather than distributions of group averages



Trurd Grade Report California Achievement Tests Level 13 SIGNENT INFORMATION QUESTIONNAIRE Published 1985 SUMMARY REPORT REGION 3 3 Reading Larquace Mathematics 007 Total Total Total Total SPRING Reading Language Mathematics Battery 1990 CTB ID Run Date 05/25/90 School System School SCHOOL SYSTEM AVERAGES DURHAM COUNTY 705 69 703 65 701 5.1 706 68 60 699 77 706 67 700 5.7 705 73 63 712 74 702 74 708 4.9 709 76 64 703 5.1 707 74 64 (N= 1397) DURHAM CITY 676 48 676 47 674 3.7 675 46 50 685 64 677 44 680 3.9 684 53 53 704 67 681 56 692 4.1 693 61 57 3.8 | 684 | 52 | 53 (N= 732) EDGECCMBE CO 679 51 681 51 675 3.7 681 51 51 708 83 694 58 697 5.5 704 72 62 712 74 687 61 701 4.6 702 70 61 4.4 697 65 58 (N= 390) TARBORO CITY 678 50 686 53 684 4.2 683 53 54 708 83 695 59 701 5.7 704 72 63 725 82 694 67 712 5.0 709 76 66 699 4.9 700 68 61 (N= 198) FRANKLIN CO 668 42 676 47 666 3.5 672 44 48 675 53 678 45 672 3.6 678 48 50 691 55 681 56 684 3.8 685 54 53 3.6 678 47 50 363) (N= FRANKLINTON 665 40 673 46 663 3.5 670 44 47 673 50 679 45 669 3.4 679 49 48 715 76 682 57 690 4.0 700 68 57 3.6 683 51 49 (N= 95) GRANVILLE CO 683 53 689 56 679 3.8 688 56 53 695 73 689 54 686 4.7 693 62 57 709 71 694 67 702 4.6 704 71 61 4.3 694 62 57 (N= 518) HALIFAX CO 656 | 35 | 659 | 37 | 653 | 3.3,660 17 43 687 66 664 34 671 3.5 679 49 50 703 66 663 39 679 3.7 683 52 51 668 3.5 673,42 47 (N= 562) ROANCKE RAPID 689 58 695 59 687 4.4 694 60 55 698 76 699 62 698 5.5 701 69 63 4.2 693 61 58 4.6,697 65:59 (N= 2571 WELDON CITY 695 62 666 42 674 3.7 679 49 50 703 79 674 41 686 4.7 696 65 56 710 72 677 52 694 4.2 694,62 57 684 4.0 688 56 54 (N= 98) JOHNSTON CO 690 58 689 56 684 4.2 690 57 54 696,74 695 59 693 5.2 698 67 60 717 77 696 69 706 4.8 708 76 63 4.6 700 68 60 (N= 1030) NASH COUNTY 690 59 691 57 687 4.4 692,59,55 694 72 694 58 692 5.1 697 66 59 712 74 694 67 702 4.6 704 72 62 4.6 700 68 59 (N= 854) ROCKY MOUNT 667 41 669 44 664 3.5 667 41 47 698 75 681 47 685 4.6 692 61 56 702 65 679 54 690 4.0 691 60 56 3.8 683 51 52 (N= 369) NORTHAMPTON 668 43 669 43 669 3.6 671 44 48 695, 73 676 43 682 4.2 689 58 54 707 70 679 54 690 4.0 695 63 56 680 3.8 684 52 53 (N= 288) VANCE COUNTY 659 37 663 40 661 3.41 563 33 46 680 59 669 38 672 3.6 677 47 50 697 61 674 49 685 3.8 687 56 54 3.6 677 46 49

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WAKE COUNTY

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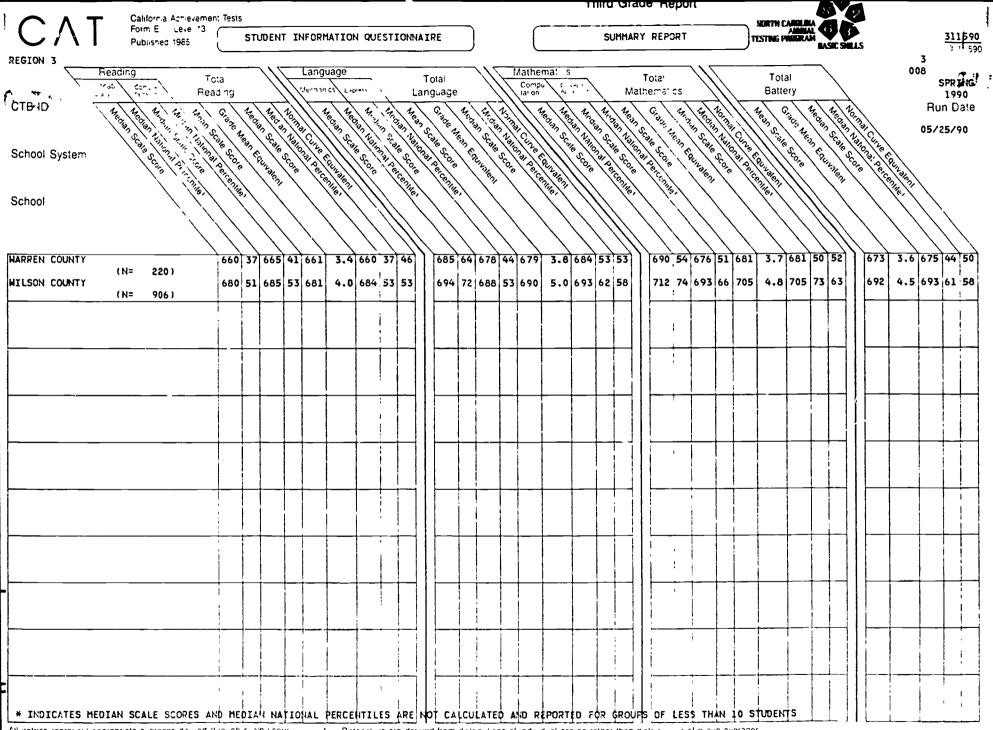
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* INDICATES MEDIAN SCALE SCORES AND MEDIAN NATIONAL PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS



All entries represent appropriate averages da ved "lough scale score

1. Percentiles are derived from distributions of individual scores rather than distributions of group averages



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California Achievement Teets
Form E Level 16
Published 1985

STUDENT INFORMATION QUESTIONNAIRE

SUMMARY REPORT

MERTIN CARRILAN ARBINA TEXTING PROBLEMAN

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Percentiles are derived from distributions of individual scores rather than distributions of group averages

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Third Grade Report

California Achievement Tests Level 13 Published 1985 STUDENT INFORMATION QUESTIONNAIRE SUMMARY REPORT BASIC SIBLIS REGION 4 Reading Language Mathematics 007 Total Total Total T 7'8 SPRING Reading Language Batte, Mathematics 1990 CT8 ID Run Date 05/29/90 School System School SCHOOL SYSTEM AVERAGES BLADEN COUNTY 692 60 687 54 681 4.0 691 57 54 697 75 688 53 689 5.0 696 65 58 712 74 687 61 700 4.5 699 67 61 4.4 697 65 58 (N= 454) 692 70 683 49 COLUMBUS CO 673 46 681 51 670 3.5 677 48 50 4.5 688 58 56 703 66 686 60 695 4.3 697 65 59 683 3.9 689 57 55 (N= 598) WHITEVILLE 677 49 679 49 675 3.7 679 49 51 695 73 692 57 692 5.1 693 62 60 711 73 684 58 701 4,3 693 61 57 4.5 701 69 61 183) (N= CUMBERLAND 685 55 689 55 681 4.0, 688 56 53 72 693 57 689 5.0 696 65 58 709 71 693 66 701 4.6: 703 71 61 4.4 696 64 58 (:4= 3335) HARNETT CO 683 53 684 53 678 3.8 686 55 52 71 694 58 689 5.0 695 64 58 704 67 684 58 694 4.2 695 63 58 4.2, 694 62 56 687 (N= 878) HOKE COUNTY 652 33 658 37 650 3.2 656 34 43 682 61 667 36 670 3.5 674 44 49 707, 70 676 51 689 4.0, 692, 61, 56! 669 3.5 673 42 48 (N= 366) LEE COUNTY 687 56 683 55 685 4.2 689 56 54 699 76 698 61 696 5.4 702 70 61 714 75 698 70 705 4.8 708 76 63 4.7 702 78 60 (N= 583) MONTGOMERY CO 384 54 680 50 678 3.8 683 53 53 712 86 693 57 594 5.3 706 73 61 717 77 691 65 703 4.7, 708, 76 62 4.4 698 66 59 308) (N= MOOR" COUNTY 682 53 685 53 676 3.7 686 55 52 695 73 690 55 689 5.0 695 64 58 713 74 691 64 701 4.6 703 71, 62 4.3 694 62 57 (N= 731) RICHMOND CO 4.3 691 57 55 691 60 687 54 686 707 82 697 60 696 5.4 702 70 62 719 78 693 66 706 4.8 706 74 63 4.8 701 69 61 (N= 632) ROBESON CO 668 43 667, 42 664 3.5 670 43 48 686 65 675 42 677 3.7, 682 51 53 703 66 675 50 688 3.9 690 58 56 3.7. 681 49 52 (N=1683)SCOTLAND CO 65 7 35 664 41 658 3.4 661 38 45 672 49 666 35 666 3.3 669 39 697 61 666 41 678 3.6 681 50 51 3.5, 669, 39, 47, (N= 547) FT BRAGG 687 56 695 59 691, 4.0 693 59 50 691 70 696 60 693 5.2 695 64 59 704 67 690 63 698 4.4 699 67 60 4.6 696, 03, 59 486) 1:8 129 AND MEDIAN PRATICULAR POT LANGUES ARE Gis. ibulip 5 of

California Achievement Tests SUMMARY REPORT STUDENT INFORMATION QUESTIONNAIRE REGION 4 007 Mathematics Reading Language Total Total Total Total SPRING 2580 Ma:hematics Battery " anics Reading. Language 1990 Modal Assertation Ciace Near Educaters Normal Cure Educateri Walter State Store INCHAN SCHE SCOLE Cto's NEW LYUNGER Wecian Scale Scote Ruh Date CTB 1D Today Calloral Secontal Wedger valorat December 05/29/90 School System School SCHOOL SYSTEM AVERAGES 6.6 728 45 49 6.9 744, 49 52 728 6.6 712 48 50 766 52 723 46 745 6.5 730 43 48 715 52 709 45 710 725 41 734 45 728 BLADEN COUNTY (N= 434) 7.6 760 66 59 735 7.3 738 56 54 8.3 723 59 55 785 70 737 60 757 6.5 735 48 49 727 66 720 55 720 728 44 738 50 729 COLUMBUS CO (N= 572) 7.2 736 54 54 7,2 753 58 56 734 6.5 730 43 49 725 63 718 53 722 8.4 722 57 56 780 64 735 58 750 727 43 738 50 729 WHITEVILLE 186) 7.6 759 65 59 740 7.8 741 60 57 8.7 727 62 58 780 64 739 62 757 736 51 742 56 738 7.2 740 54 53 725 63 728 61 726 CUMBERLAND (N= 3285) 7.4 736 54 54 7.4 755 59 56 777 61 733 56 753 8.3 720 55 55 721 59 722 56 720 6.9 736 49 51 HARNETT CO 733 48 739 52 734 880) (N= 5.6 717 34 42 5.8 734, 39 44 5.5 704 40 45 754 41 712 36 730 5.5 716 30 39 705 41 702 40 698 HOKE COUNTY 708 28 722 32 709 (N= 404) 7.7 759 65 59 737 7.5 739 56 55 717 55 721 55 718 8.1 719 54 53 783 68 736 59 759 731 47 739 52 734 6.9 737 50 51 LEF COUNTY (N= 545) 6.6 735 52 50 769 54 729 52 743 6.7 750 54 51 728 7.8 719 54 53 724 62 717 52 714 6.4 732 45 47 MONTGOMERY CO 729 45 737 48 726 348) (N= 7.0 736 54 52 7.1, 754 59 55 732 719 57 720 55 715 7.9 720 55 53 773 58 732 55 749 6.7 735 48 50 731 47 739 52 732 MOORE COUNTY (N= 703) 7.1 749 53 54 6.8 732 49 51 7.5 717 52 51 777 61 724 47 749 724 40 734 45 727 6.4 729 42 47 718 56 715 51 713 RICHMOND CO 697) (N= 6.2 724 41 47 722 771 56 720 43 743 6.7 744 49 51 6.1 707, 43, 48 711 48 703 40 705 714 33 726 37 717 720 34 43 ROBESON CO 1757) (N= 5.8 717 34 44 717 5.9 734 39 45 701 37 701 39 699 5.6 699 36 45 757 43 711 35 732 5.9 721 35 43 SCOTLAND CO 714 35 727 38 718 (N= 566) 7.8 742 61 56 776 61 737 60 755 7.5 757 62 57 8,5 726 62 56 724 62 727 60 724 741 55 747 62 741 7.4 744 59 55 FT BRAGG (N= 307) * INDICATES MEDIAN SCALE SCORES AND MEDIAN NATIONAL PERCENTILES ARE NOT CALCULATED AND REPORTED FOR PROUNTS OF LESS THAN TO STUDENTS

All entries represent appropriate averages derived through scale score

Percentiles are derived from distributions of individual scores rather than distributions of group averages

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Full Text Provided by ERIC

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Eighth Grade Report

STUDENT INFORMATION QUESTIONNAIRE

SUMMARY REPORT

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Inira Grade Report

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All entries represent appropriate averages derived though scale score

California Achievement Tests

Third Grade Report

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California Achievement Tests

California Achievement Tests Form E Level 16 STUDENT INFORMATION QUESTIONNAIRE SUMMARY REPORT Published 1985 5 REGION 5 Mathematics 008 Total Total Total Total SPRING Reading Battery Language Mathematics 1990 CTB ID Run Date 05/24/90 School System School 744 58 743 58 742 7.5 743 57 55 728 67 731 64 729 9.1 730 66 59 779 63 740 63 760 7.8 760 66 60 8.1 744 63 59 ROCKINGHAM CO (N= 245) 724 62 731 64 727 8.0 746 65 58 EDEN CITY 743 57 744 58 741 7.4 741 55 55 8.8 729 65 58 788 74 744 67 760 7.8 767 73 61 2981 (N= 717 55 718 53 716 776 61 732 55 751 7.2 753 58 55 7.1 736 54 52 WESTERN ROCKI 734 49 736 47 733 6.8 736 49 50 8.0 719 54 53 257) (N= 760, 46 724 47 740 716 34 729 39 720 6.0 723 36 44 707 43 702 40 701 5.7 705 41 46 6.5 740 45 49 720 6.9 722 39 46 REIDSVILLE (N= 273) STOKES COUNTY 740 55 742 56 739 7.3 741 55 53 719 57 721 55 717 8.0 718 53 53 771 56 733 56 750 7.2 752 56 55 735 7.3 737 55 54 (N= 513) 140 141 INDICATES MEDIAN SCALE SCORES AND MEDIAN NATIONAL PEPCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF tries represent appropriate averages derived through scale score 1 recentives are derived from distributions of individual scores rather man district inside group averages

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California Achievement Tests
Form E Level 18
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STUDENT INFORMATION QUESTIONNAIRE

SUMMARY REPORT

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CHATHAH CO			1	772	60	761	57	768	10.1	766	58	56		735	65	746	58	743	12.6	74:	1 6	1 58		800	55	760	56	781	9.7	779	54	55		764	10.3	763	59	57
DAVIDSON CO	(N=	380)		773	60	761	58	766	9.8	766	58	55		730	58	746	58	737	10.	3 73	8 5	8 55		805	60	763	60	782	9.8	783	60	56	-	762	10.0	763	60	55
LEXINGTON	(N=	1138)	,				l	760		,,,			1					l		1		1	Н							1							ΙI	
	(N=	204)		/61	77	755	40	760	7.0	757	40	21	1	/20	20	/30	21	/ 35	10.0	/3	4 5	4 54	1	791	43	754	50	774	8.9	773	47	51		756	9.1	752	46	52
THOMASVILLE	(N=	180)	į	750	38	752	39	751	8.2	752	39	45		713	40	728	43	719	8.3	72	1 4:	1 47		796	49	746	41	770	8.6	771	45	49		748	8.4	749	43	47
FORSYTH CO				782	68	767	69	767	9.9	775	70	56		739	70	754	64	741	11.6	740	B 6	B 57	$\ \ $	809	66	772	69	787	11.2	792	70	59	;	765	10.4	773	70	57
GUILFORD CO	(N=	2488)		774	61	763	62	769	10.3	769	62	57	1	725	53	751	62	738	10.4	734	3 54	3 56	$\{ \}$	808	64	766	63	786	10.8	787	65	58	-	764	10.3	765	62	57
GREENSBORO	(N=	1760)	1	- 1				l							i	f	l						П			i	1			Ì				- 1				- 1
	(N=	1445)		113	60	/61	50	766	7.0	767	24	35		/31	١٥٥	/49	60	/41	11.6	3 741	9 61	9 57	$\ \ $	805	, 61	763	60	783	10.0	783	60	57	$ ^{7}$	764	10.3	764	61	57
HIGH POINT	(N=	562)		766 _i	54	758	52	751	9.1	762	52	52		731	60	747	58	738	10.4	740	0 6	56		805	60	758	54	761	9.7	782	57	55	7	760	9.7	761	56	55
ORANGE COUNTY				764	52	759	54	761	9.1	761	51	51		731	60	742	54	734	9.9	73	7 5	7 54	$\ \ $	798	52	754	50	773	8.8	776	51	51	;	756	9.1	758	53	52
CHAPEL HILL	(N=	383)		B04	83	772	79	785	12.9	788	83	68		748	79	772	78	759	12.9	76:	2 8	0 66	$\ \ $	823	83	790	84	804	12.9	808	86	70		783	12.9	786	84	69
PERSON COUNTY	(N=	375)	ŧ							ł	-				!	1		l			1	1	Н	1	!				ŀ					ı				- 1
	(N=	407)		/64	56	/50	36	762	9.2	761	21	52		/28	50	/45	5/	/35	10.0	73	7 5	7 54	$\ \ $	810	67	764	60	787	11.2	787	65	59		761	9.8	762	57	55
RANDOLPH CO	(N=	967)	1	764	52	757	49	760	9.0	760	50	51		726	54	743	55	734	9.9	73!	5 5	5 53		797	50	757	53	775	9.0	777	52	51	7	756	9.3	757	52	52
ASHEBORO CITY			1.	772	60	761	59	766	9.8	766	58	55		735	65	745	57	739	10.6	741	1 6	56		804	60	763	60	784	10.2	785	62	57	7	763	10.1	764	60	56
	(N=	253)		— _†			-	-			-	$\vdash \vdash$		<u> </u>	-					-	-	┦	1	-	 		-					_	11	\dashv				_
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All entries represent appropriate averages derived through scale score,



¹ Percentiles are derived from distributions of individual scores rather than distributions of group averages

Eighth Grade Report STUDENT INFORMATION QUESTITUNAIRE SUMMARY REPORT REGION 5 Reading Language Mathematics Total Total Total 008 Total Reading Expressi Language SPRING Mathematics Battery CTB ID Gage Hean Kounden Heddan National Perceil 1990 Run Date 05/24/90 School System School ROCKINGHAM CO 766 54 760 57 762 9.2 764 55 52 743 74 749 60 744 12.9 749 59 59 809 66 765 62 787 11.2 788 66 59 764 10.3 767 64 57 241) EDEN CITY 765 53 761 57 761 9.1 764 54 52 731 60 747 59 739 10.6 739 59 56 811 68 763 60 786 10.8 787 65 59 (N= 762 10.0 763 59 56 319) NESTERN ROCKI 760 49 755 46 756 8.6 758 47 48 722 50 735 49 727 8.8 728 48 50 789 41 748 43 767 8.3 767 40 47 (N= 8.5 751 45 48 260) REIDSVILLE 767 55 760 56 761 9.1 763 54 52 727 56 741 54 732 9.6 734 54 53 807 63 753 49 776 9.1 780 55 53 (N= 243) 757 9.2 760 55 53 STOKES COUNTY 763 51 757 50 761 9.1 761 50 51 726 54 741 54 732 9.6 735 55 53 798 52 755 51 773 8.8 776 51 51 9.0 757 52 51 (N= 455) 145

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Percentiles are deliveral from distributions of individual scores rather than distributions of group averages

* INDICATES MEDIAN SCALE SCORES AND MEDIAN NATIONAL PERCENTILES 178 NOT CALCULATED AND REPORTED FOR SPOUNS OF LESS THAN 10 STUDENTS

altries represent appropriate averages derived through scale score

Third Grade Report California Achievement Tests Form E Level 13 311590 STUDENT INFORMATION QUESTIONNAIRE SUMMARY REPORT Published 1985 REGION 6 007 Reading Language Mathematics Total Total Total Total SPRING Contra Reading 'echanics Eipresto Battery Mathematics Language 1990 CTB ID Run Date 05/25/90 School System School SCHOOL SYSTEM AVERAGES 3.8 687 56 54 3.6 677 46 49 ANSON COUNTY 653 34 665 41 654 3.3 657 35 44 686 65 675 42 676 3.7 682 51 52 702 65 676 51 686 (N= 297) CABARRUS CO 5.7 704 72 63 716 76 697 69 707 4.8 707 75 64 700 5.0 704 71 62 693 61 700 63 693 4.8 698 63 57 697 75 704 66 700 933) (N= KANNAPOLIS 708 70 692 65 699 4.5 702 70 60 686 4.1 686 54 55 672 46 675 47 672 3.7 675 46 50 688 67 683 49 686 4.7 686 56 56 (N= 286) 4.5 702 70 61 690 4.4 700 68 58 CLEVELAND CO 714 75 690 63 699 691 59 609 56 681 4.0 692 58 53 697 75 693 58 689 5.01698 67 59 (N= 620) KINGS MOUNTAY 709 83 698 61 698 4.3 699 67 59 4.5 700 68 58 4.0 688 56 53 5.5 706 74 63 707 70 689 63,696 689, 58 685 53 681 (N= 294) SHELBY CITY 379 51 678 49 672 3.7 678 49 51 699 76 684 50 686 4.7 691 60 57 709 72 682 57 692 4.1 696 64 57 683 3.9 689 57 55 (N= 233) 699 62 682 57 688 3.9 690 59 55 3.8 687 55 53 GASTON COUNTY 673 46 680 50 669 3.6 678 48 49 693 71 687 53 686 4.7 692 61 57 681 (N= 2294) LINCOLN CO 712 74 694 66 700 4.5 704 72 61 693 4.6 702 70 60 688 57 691 57 684 4.2 692 58 54 704 80 697 61 695 5.3 704 72 62 (N= 663) HECKLENBURG 709 72 692 66 699 4.5 702 70 61 688 4.2 694 62 57 682 52 687 54 679 3.8 685 54 52 692 70 689 54 687 4.8 693 62 57 (N= 6429) ROMAN COUNTY 699 63 684 58 689 4.0 690 59 56 3.7 686 54 53 676 48 680 50 669 3.6 679 49 49 684 63 685 51 679 3.8 686 55 54 (N= 1320) STANLY COUNTY 4.6 701 69 61 4.4 696 63 57 687 56 686 54 680 3.9 689 56 53 692 71 690 55 689 5.0 693 62 57 712 74 691 64 701 (N= 540) ALBEMARLE 700 63 686 60 687 3.9 693 61 56 3.7 687 55 51 668 42 680 50 662 3.5 677 48 47 680 59 687 53 678 3.8 687 56 53 676 (N= 128) UNION COUNTY 5.0 705 72 62 698 76 706 67 700 717 77 702 73 709 4.9 710 77 65 690 59 698 61 691 4.6 696 62 56 5.7 704 72 64 (N= 942) MONROE CITY 4.4 686 55 55 5.1 709 76 67 698 4.9 697 65 61 685 55 684 52 687 700 77 687 53 695 5.3 696 65 60 726 83 694 67 713 (N= 196)

All entries represent app opriate averages derived through scale score

Percentiles are derived from distributions of individual scores rather than distributions of group averages



* INDICATES MEDIAN SCALE SCORES AND MEDIAN NATIONAL PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROWING OF LESS THAN 10 STUDENTS

Sixth Grade Report

California Achievement Tests Form E Level 16 Published 1985

SUMMARY REPORT

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GASTON COUNTY	(N= 234)		<u>.</u>	ⅎ.		2 735		9 738		<u>:</u>		i	LJ								1 L	1				_ !					<u> </u>	<u> </u>	1		1 1
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Unes represent appropriate averages derived through scale score. I elicentiles are derived from distributions of individual scores rather than distributions of group averages

Eight Grace Report

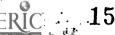
STUDENT INFORMATION QUESTIONNAIRE

SUMMARY REPORT

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CABARRUS CO	(N=	337)	7	72 5	9 76	2 60	768	10.1	767	60	56		732	61	757	66	744	12.9	744	64	59		808	65	770	67	788	11.6	789	67	60	76	7 10	اه.ر	768	65	58
KANNAPOLIS	(N=	8861	7	2 4	0 75	7 42	75.2	8.3	757	40	64		721	60	733	A 3	724		729	40	E0	11	705	48	75.7	40	772	A 7	775	40	E0	75	+	-	750	44	48
j	(N=	284)	i	1	i		İ				li										1 1	H		•				-	ł			11	ł	- 1	1		
CLEVELAND CO	(N=	641)	70	50 4	9 75	6 47	756	8.6	759	49	49		729	58	735	49	730	9.2	732	52	52	H	800	55	754	50	775	9.0	777	52	52	75	* a	.8	755	50	51
KINGS MOUNTAI			70	59 5	7 75	8 50	762	9.2	764	55	52		737	67	743	55	738	10.4	740	60	56		805	60	757	53	779	9.4	780	55	54	76	0 9	7.7	762	58	54
SHELBY CITY	(N=	285)	70	8 5	6 76	1 59	764	9.5	765	56	54		740	71	756	66	745	12.9	749	69	60		798	52	761	57	776	9.1	780	55	52	76	2 10).0	766	63	56
GASTON COUNTY	1 N=	235)	7	1 5	1 75	7 40	760	9 0	760	50	51		730	50	740	53	734	9 9	735	55	54	1	806	62	75.7	53	780	9 5	782	58	55	75	A C	2.4	759	54	53
	(N=	2197)	- 1	-				i	1											1									1				-	i	Į		
LINCOLN CO	(N=	642)	7	51 4	9 75	7 50	758	8.7	760	49	49		723	51	737	51	727	8.8	729	49	51		801	56	755	51	774	8.9	778	53	52	75	3 8	1.7	755	50	50
MECKLENBURG	(N=	5082)	7	57 5	5 76	0 56	763	9.4	764	55	53		727	55	742	54	733	9.8	735	55	53		805	60	762	58	781	9.7	783	59	56	75	9 9	.5	761	56	54
ROHAN COUNTY			70	57 5	5 75	9 53	761	9.1	763	54	52		727	55	741	54	732	9.6	734	54	53	ľ	801	56	758	54	778	9.3	781	56	54	75	7 9	.2	760	55	53
STANLY COUNT	(N=_	1171 /	7	75 6	1 76	3 61	76	10.3	769	62	57		736	66	753	63	745	12.9	, 44	64	59		814	71	759	66	791	12.9	793	71	61	76	8 11	.2	768	65	60
ALBEMARLE	(N=	471)	ļ		1		ł	İ	Ì			1				1 1			ļ	1			1						1				1	- 1			
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UNION COUNTY	(N=	930)	7	70 5	8 76	1 59	765	9.6	766	58	54		735	64	749	67	741	11.8	743	62	57		808	65	764	61	786	10.8	786	64	58	76	4 10	1.3	765	62	57
MONROE CITY			70	53 5	1 75	9 54	763	9.4	764	55	53		740	71	743	55	745	12.9	740	60	59		803	58	752	48	780	9.5	775	49	55	76	3 10	1.1	759	54	56
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All entries represent appropriate averages derived through scale score

Percentiles are derived from distributions of individual scores rather than distributions of group averages



Third Grade Report California Achievement Tests Form E Level 13 STUDENT INFORMATION QUESTIONNAIRE SUMMARY REPORT Published 1985 REGION 7 Reading Mathematics Total Total Total Corn, to Mechanics\ Expiess Reading Language Mathematics CTB ID School System School SCHOOL SYSTEM AVERAGES ALEXANDER CO 688 57 695 59 685 4.2 693 59 54 706 81 697 61 699 5.6 704 72 63 715 76 696 69 705 4.8 706 74 63 (N= 382) ALLEGHANY CO 683 53 698 61 686 4.3 691 57 54 696 74 703 65 698 5.5 702 71 62 707 69 694 67 702 130) ASHE COLNTY 705 70 702 64 698 5.0 706 69 59 701 78 706 68 700 5.7 704 72 63 717 77 705 76 710 (N= 288) AVERY COUNTY 679 50 694 59 683 4.1 686 55 54 692 70 693 57 690 5.0 694 63 59 716 76 698 70 705 (N= 195) BURKE COLINTY 694 62 692 58 688 4.4 694 60 56 708 83 697 60 698 5.5 707 74 63 712 74 698 70 707 (N= 928) CALDWELL CO 680 51 685 53 677 682 61 684 50 681 3.8 682 52 51 4.1 685 55 53 692 56 684 58 686 (N= 378) CAYAWBA CO 681 52 690 56 677 3.8 686 55 52 687 66 688 53 684 4.5 690 59 56 707 69 693 66 697 10321 (N= HICKORY CITY 698 61 686 60 688 684: 54: 685 53: 676 J. 7 685 54 52 680 59 687 52 679 3.8 685 54 54 (N= 350)

4.1 700 64 34

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* INDICATES MEDIAN SCALE SCORES AND MEDIAN NATIONAL PERCENTILES ARE NOT CALCULATED AND RÉPORTED FOR ÉROUFS

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NEWTON-CONOVE

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Percenties are derived from distributions of individual scores railier than distriction of group averages.

672 49 672 40 668 3.4 671 41 48

718 88 720 76 710 4.6 721 88 71

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OF LESS THAN 10 STUDENTS

703 79 697 60 694

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STUDENT INFORMATION QUESTIONNAIRE SUMMARY REPORT REGION 7 Reading Language Mathematics 800 Total Total Total Total 3. . . . Vocab-SPRING . . Reading Mechanics Express Language Mathematics Battery Crace Mean Edinator 1990 CTB ID Run Date 05/25/90 School System School HATAUGA CO 696 63 701 64 691 4.6 701 65 57 69169 703 65 693 5.2 699 68 60 708 70 704 75 703 4.7 706 74 62 696 4.8 706 73 61 (N= 343) **MILKES COUNTY** 689 58 693 58 686 4.3 692 59 55 691 69 695 59 691 5.1 694 63 59 711 73 701 73 706 4.8 706 74 63 694 4.6 649 67 60 (N= 764) 4.7 704 72 62 YADKIN COUNTY 688 57 689 56 684 4.2 690 57 54 690 69 698 61 694 5.3 697 66 60 711 73 695 68 703 694 4.6 699 67 59 351) (N= ٠., * INDICATES MEDIAN SCALE SCORES AND MEDIAN NATIONAL PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS All entries represent appropriate averages derived through scale score 1 Percentiles are derived from distributions of individual scores rather than distributions of group averages

Third Grade Record

California Achievement Tests Form E Level 13

Sixth Grade Report

California Achievement Tests
Form E Level 16
Published 1985

STUDENT INFORMATION QUESTIONNAIRE

SUMMARY REPORT

TESTEN PROBLEM

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chool					4		TIE SE			Central	1 Cent	6.	187	/	1/2	Alle i			GAILLE!		Alle.	A SE	* \ *	16.	GILLA BO			PR.	Noting! Cure code	Centrales		\
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LDWELL CO	(N= 894)		1	-	i	735		737			11	1	1		714		716					l	65 56		7.9 7.2			1	743		749	
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DELL CO	(N= 373)	74	1 5	743	57	740	7.3	743	50	54	728	86	726	80	725	8.6	708	24		1	1		: !				1	1 1		ľ	1	-
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SUMMARY REPORT STUDENT INFORMATION QUESTIONNAIRE REGION 7 Reading 008 Language I, amematics Tota Total Total Total SPRING Vo- ab Reading Matnematics Battery Language 1990 CTB ID Run Date 05/24/90 School System School 779 63 747 70 758 7.7 764 70 59 744 8.1 749 69 59 749 63 748 64 747 7.9 749 65 58 726 64 735 67 728 8.9 732 68 59 HATAUGA CO (N= 326) 7.6 761 67 59 738 7.6 742 61 55 720 58 723 57 717 781 66 740 63 756 **HILKES COUNTY** 742 56 743 58 740 7.3 743 58 54 8.0 722 58 54 (N= 793) YADKIN COUNTY 739 54 742 56 739 7.3 739 53 54 721 59 725 59 723 8.5 725 61 56 782 67 737 60 756 7.6 758 63 58 740 7.8 742 61 56 (N= 352) * Indicates median scale scores and median national percentiles are not calculated and reported for brougs of Less than to students All entries represent appropriate averages derived through scale score 1 Percentiles are derived from distributions of individual scores rather than distributions of group averages

Sixth Grade Report

ERIC Full Text Provided by ERIC 101

California Achievement Tests

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STUDENT INFORMATION QUESTIONNAIRE

Eighth Grade Report

SUMMARY REPORT

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ASHE COUNTY	(N= 265)	781	67	765	65	772	10.8	774	69	59		739	70	754	65	745	12.9	746	66	59	814	72	7 72	68 79	1 12.	9 79	12 7	0 68	2	769	11.3	772	70	50
AVERY COUNTY		763	51	760	56	760	9.0	761	51	51		727	56	743	55	729	9.1	735	55	51	807	63	764	61 78	3 10.	0 78	38 6	6 5	7	757	' 9.Z	762	58	53
BURKE COUNTY		768	56	760	57	764	9.5	765	55	53		730	59	745	57	737	10.3	737	57	55	806	62	761	57 78	2 9.	8 78	y 4 6	1 5	6	761	9.8	762	58	55
CALDHELL CO	(N= 867) (N= 848)	764	52	758	51	761	9.1	761	51	52		725	53	742	54	733	9.8	73 3	53	53	799	54	758	54 77	7 9.	2 77	78 5	3 5	3	757	9.2	757	52	53
CATAMBA CO		769	57	759	54	762	9.2	765	56	52	11	735	65	744	56	737	10.3	740	60	55	807	63	760	56 78	3 10.	0 78	14 6	1 5	7	761	9.8	763	50	55
HICKORY CITY	(N= 955) (N= 313)	777	63	762	60	768	10.1	768	υl	56		735	65	754	64	743	12.8	744	64	58	814	71	769	66 78	8 11.	6 79	7 2	8 61	0	767	10.8	769	67	59
NEWTON-CONOVE		760	48	757	48	757	8.7	758	48	50		732	61	744	56	735	10.0	738	58	54	802	57	755	51 77	7 9.	2 77	77 5	2 5	3	756	9.1	756	51	53
DAVIE COUNTY	(N= 217) (N= 396)	775	61	762	59	767	9.9	769	62	55		737	68	751	62	743	12.8	745	65	59	809	66	768	65 78	5 10.	5 79	0 6	8 5	8	765	10.4	768	65	58
IREDELL CO		772	60	760	57	765	9.6	766	58	54		734	63	746	58	738	10.4	740	60	56	802	57	763	59 78	2 9.	8 78	32 5	8 5	6	762	10.0	763	59	55
MOORESVILLE	(N= 703) (N= 191)	774	61	763	62	767	9.9	7 6 8	61	56		728	57	746	57	737	10.3	737	57	55	808	64	767	64 78	7 11.	2 78	37 6	5 5	9	763	10.1	765	62	57
STATESVILLE		765	5 5 3	758	52	761	9.1	761	51	52		725	53	739	52	731	9.4	731	51	53	810	67	759	55 78	0 9.	5 78	35 6	2 5!	5	757	9.2	760	55	53
SURRY COUNTY	(N= 208) (N= 5 94)	76	55	758	51	763	9.4	763	54	53		7 3 2	61	746	57	7 3 8	10.4	/38	58	56	807	64	757	53 77	9 9.	4 78	32 5	7 54	4	760	9.7	761	56	;4
ELKIN CITY		779	64	763	63	771	10.6	770	63	59		742	73	756	66	745	12.9	749	59	60	804	59	766	63 76	5 10.	5 78	16 6	3 5	8	767	10.8	767	64	59
MOUNT	(N= 59) (N= 140)	794	76	766	69	777	12.4	781	76	63		744	75	759	68	751	12.9	754	73	63	827	87	772	68 79	6 12.	9 79	7	/ 6!	5	774	12.9	778	76	54
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1 Percentiles are derived from distributions of individual scores rather than distributions of group averages

CTB ID

School System

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STUDENT INFORMATION QUESTIONNAIRE

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SUMMARY REPORT

Total

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ILKES COUNTY		756)	76	5 5	758	52	762	9.2	762	52	52	П	727	55	742	54	732	9.6	735	5,	53		804	59	758	54	780	9.5	782	57	54		758	9.	4 75	9 5	4 5
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nstrornia Achievement Tests
Form: E Level 13
Published 1985

STUDENT INFORMATION QUESTIONNAIRE

SUMMARY REPORT

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California Achievement Tests Form E Level 13 STUDENT INFORMATION QUESTIONNAIRE SUMMARY REPORT Published 1985 Reading Language Mathematics 008 Total Total Total Total SPRING Reading Mathematics Battery Language 1990 CTB ID Run Date 05/25/90 School System School 710 73 708 68 707 5.4 712 73 63 TRANSYLVANIA 698 76 709 69 702 5.8 705 73 65 712 74 705 76 708 4.9 708 76 65 705 5.2 712 78 65 (N= 239) YANCEY COUNTY 702 68 697 61 697 700 77 698 62 698 5.5 701 69 62 705 5.2 710 76 65 5.0 703 66 59 733 86 708 78 720 5.4 723 85 70 (N= 181) * INDICATES HEDIAN SCALE SCORES AND MEDIAN NATIONAL PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN TO STUDENTS All entries represent appropriate averages derived through scale score 1 Percentiles are delived from distributions of individual scores rather than distributions of gloup averages 167

Third Grade Report

California Achievement Tests
Form E Level 16
Published 1985

STUDENT INFORMATION QUESTIONNAIRE

SUMMARY REPORT

REGION 8																															_				8	31	11 59
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HAY HOOD CO		114)	749	63	749 6	65	746	7.8	748	64	57		735	74	732	65	733	7.0	733	69	61		794	80	745	68	770	8.6	768	74	, 66	7	750	8.5	750	70	61
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HITCHELL CO			745	59	751 6	69	747	7.9	749	64	57	, t	729	68	735	67	731	9.4	733	69	60	1	796	38	751	74	774	8.9	773	80	68	, 7	750	8.5	751	, <mark>72</mark>	62
POLK COUNTY		188)	751	65	750 6	68	752	8.3	750	66	60		729	68	740	71	736	10.2	734	70	162		795	81	754	78	774	8.9	771	. 78	68	7	754	8.8	752	. 72	64
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SUMMARY REPORT STUDENT INFORMATION QUESTIONNAIRE Published 1985 REGION 8 008 Mathematics Reading Language Total Total Total Total SPRING Vocab' Corre Mathematics Battery Reading funits an Language 1990 La'y C'ace Man Lina an Ciato Area Calinaria C. R. C. M. R. C. C. M. R. B. A. West Scale Scote Run Date CTB ID Mein Scale Scote 05/24/90 School System School 7.6 742 61 56 7.5 747 62 56 720 58 722 56 719 8.2 722 58 55 769 54 741 64 752 7.3 756 61 56 738 744 58 748 63 742 TRANSYLVANIA (N= 302) 779 63 738 61 755 7.5 757 62 57 741 7.9 743 62 57 745 59 743 58 741 7.4 745 60 55 731 70 727 60 728 8.9 730 66 58 YANCEY COUNTY (N= 176) 10 77 .. * INDICATES HEDIAN SCALE SCORES AND HEDIAN NATIONAL PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN TO STUDENTS 1 Percentiles are derived from distributions of individual scores rather than distributions of group averages All antries represent appropriate averages derived through scale score. 171

Sixth Grade Report

107

California Achievement Tests

STUDENT INFORMATION QUESTIONNAIRE SUMMARY REPORT REGION Reading Language Mathematics Total Vocau Total Total 007 Total Reading Copressio Language Mathematics SPRING CTB ID Battery 1990 Run Date 05/24/90 School System School SCHOOL SYSTEM AVERAGES BUNCOMBE CO 775 62 762 61 768 10.1 769 62 56 732 61 752 62 741 11.8 744 63 57 804 60 770 66 784 10.2 787 65 58 (N= 1581) 764 10.3 767 64 57 ASHEVILLE 776 62 763 62 769 10.3 770 63 57 735 65 755 65 742 12.3 745 65 58 806 62 769 66 784 10.2 787 65 58 (N= 312) 766 10.6 767 64 59 CHEROKEE CO 774 61 762 60 767 9.9 767 59 55 735 65 748 60 744 12.9 744 64 58 813 79 769 66 790 12.9 794 73 61 299) (N= 767 10.8 768 65 59 CLAY COUNTY 774 61 761 57 766 9.8 767 59 55 724 52 749 60 739 10.6 735 55 55 836 92 772 68 803 12.9 801 80 69 (N= 82) 769 11.8 769 66 60 GRAHAM COUNTY 765 53 758 51 761 9.1 763 53 52 753 83 749 60 745 12.9 751 71 60 796 49 755 51 776 (N= 9.1 774 48 52 98) 9.8 764 61 55 HAYHOOD CO 776 62 762 60 770 10.4 768 61 57 734 64 750 61 743 12.8 742 62 58 814 72 766 63 790 12.9 791 69 61 (N= 553) 767 10.8 766 63 59 HENDERSON CO 774 61 759 54 766 9.8 767 59 55 723 51 743 55 7.12 9.6 733 53 53 806 62 766 63 783 10.0 786 63 57 (N= 658) 9.7 761 56 55 HENDERSONVILL 776 62 763 62 769 10.3 769 62 57 733 62 754 64 743 12.8 747 67 59 809 66 767 64 787 11.2 786 63 59 (N= 127) 766 10.6 767 64 59 JACKSON CD 778 64 763 62 770 10.4 770 63 57 732 61 753 63 742 12.3 740 60 58 817 76 772 69 793 12.9 796 75 63 (N= 2821 768 11.2 769 66 60 MACON COUNTY 774 61 762 60 769 10.3 768 61 56 733 63 748 59 741 11.8 742 62 57 812 69 767 64 791 12.9 789 66 62 (N= 220) 767 10.8 767 64 59 MADISON CD 760 49 759 53 758 8.7 759 49 50 727 55 731 45 726 8.7 730 50 50 (N= 796 49 756 52 774 202) 8.9 775 50 51 8.7 754 49 50 MCDOHELL CO 771 59 761 57 765 732 61 744 56 737 10.3 737 57 55 766 58 54 804 59 763 59 779 (N= 452) 9.4 784 60 54 9.7 762 57 55 MITCHELL CO 774 61 762 61 769 10.3 770 64 57 730 59 749 60 741 11.8 741 61 57 803 58 763 60 785: 10.5 785 62 57 (N= 179) 765 10.4 766 63 57 POLK COUNTY 766 54 763 61 766 9.8 764 55 54 730 58 746 58 739 10.6 737 57 56 (N= 811 68 764 61 790 12.9 799 66 60 138) 764 10.3 763 59 57 RUTHERFORD CO 762 50 757 49 759 8.8 759 49 50 733 62 739 52 734 9.9 737 57 54 804 59 759 55 778 9.3 782 58 54 (N= 773) 757 9.2 760 55 53 SWAIN COUNTY 771 59 761 57 763 9.4 766 57 53 732 61 741 54 735 10.0 736 56 54 810 67 763 59 785 10.5 790 67 58 (N= 109) 761 y. 4 763 60 55

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* INDICATES MEDIAN SCALE SCORES AND MEDIAN NATIONAL

Percentiles are derived from distributions of individual scores rather than distributions of group averages.

GROUPS OF

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California Achievement Tests

Form E Level 18 Published 1985

STUDENT INFORMATION QUESTIONNAIRE

SUMMARY REPORT

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Percentiles are derived from distributions of individual scores rather than distributions of group averages.

APPENDIX C

Regional Summary Reports (LEAs)

North Carolina Science and Social Studies Tests



PAGE REGION: 1 FORM : B SPRING 1990 SOCIAL STUDIES SCIENCE WANTINGS CLOCK SCOON OCK Co TO TAT SCORE HICHER ORDER Run Date CONTRACTOR LOMER ORDER GEOGRAPHA ECONOMICS (13 lienay Osliene (2. Hems) LICHER ORDER (13 Henry THE SCHOOL SCHOOL CARIA SCHAOL (13 Heme) PROCESS COMERONDE TOTAL SCORE (60 Hene) (15 home) (13 hens) (a) liste CTB ID 05/24/90 School System School 18 67 41 68 10 83 8 67 8 67 9 75 37 62 10 67 29 62 9 60 9 60 REGION 1 AVERAGE (N =4781) 43 72 24 73 19 70 10 83 9 75 6 67 38 63 54 9 75 29 62 9 69 9 60 10 67 10 \$7 10 67 STATE AVERAGE (N = 82791)SCHOOL SYSTEM AVERAGES 24 73 20 74 44 73 8 67 10 83 9 75 9 75 8 67 59 39 65 10 67 10 67 9 69 30 64 10 67 10 67 BEAUFORT CO (N = 293) 23 70 17 63 40 67 48 7 58 10 83 8 67 7 58 8 67 37 62 50 10 67 8 62 28 60 9 60 9 60 9 60 MASHINGTON 287) 39 65 () ≃ 22 67 17 63 7 58 9 75 7 58 7 58 27 57 36 60 46 9 60 A 62 9 60 9 60 9 60 BERTIE COU TTY 302) 75 (N = 21 78 48 80 26 79 30 83 9 75 9 75 10 83 10 83 33 70 44 73 79 11 73 11 73 10 77 11 73 10 67 CAMDEN COUNTY 51 (N =87] 23 70 18 67 41 68 10 83 7 58 7 58 9 75 8 67 26 55 34 57 37 8 62 9 60 8 53 8 53 9 60 CHOHAN COUNTY 205) 62 (N = 19 70 44 73 10 83 24 73 8 67 9 75 9 75 8 67 40 6" 9 69 30 64 10 67 10 67 10 67 10 67 CURRITUCK CO 202) 58 (N = 19 70 43 72 25 76 10 83 83 8 67 8 67 8 67 40 67 63 10 67 10 67 9 69 31 66 10 67 10 67 DARE COUNTY 55 (N =277) 18 67 42 70 9 75 22 67 8 67 8 67 8 67 8 67 38 63 54 9 69 28 60 10 67 10 67 9 60 GATES COUNTY (N = 123) 43 72 58 20 74 16 83 24 73 8 67 9 75 8 67 8 67 67 32 68 41 68 9 69 10 67 10 67 11 73 10 67 HERTFORD CO 45 75 (N = 277) 65 24 73 21 78 10 83 9 75 8 67 8 57 10 83 31 66 40 97 63 10 67 9 69 11 73 10 67 HYDE COUNTY (N =741 18 67 40 67 48 9 75 22 67 7 58 8 67 7 58 8 67 46 9 69 27 57 36 60 9 60 9 60 9 60 9 60 HANTIN COUNTY 344) 51 (N =41 68 9 75 23 70 18 67 7 58 8 67 8 67 28 60 36 60 9 60 4 60 9 60 PASQUOTANK CO 9 60

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Number = Number of Correct Items 2 Percentage = Percentage of Correct items

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3 Percontiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

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Number = Number of Correct Items 2 Percentage = Percentage of Correct Items Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages. 100%



SUMMARY REPORT

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1 Number = Number of Correct Items 2 Fercentage = Percentage of Correct Items

3 Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

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+ + = 100%

SUMMARY REPORT



REGION: 1 EORH : PAGE SPRING SCIENCE **SOCIAL STUDIES** 1990 Calific Scharge Co HOLEN ONDER (3 LEARTH SCHACE *MILITADO OLOGO, SOCIOLOGO STILLING ONDER PANSCAL SCIENCE NATURE OF SCHACE TOTAL SCORE COLEMANNE CKOCRARIA PROCESS HICHEN ONDER (So Hens) (13 liens) (12 Hems) LOWER ORDER TOTAL SCORE (13 Herns) (12 Henry (so hens) Run Date CTB ID 05/24/90 School System School PERGUITMANS CO 7 58 27 69 39 65 (N = 164) PITT COUNTY 8 67 9 75 7 58 7 58 12 57 27 69 39 65 52 7 56 12891 RELL CO 9 75 y 75 7 58 7 58 9 75 52 27 69 39 65 8 67 22 67 (N = 78) HASHINGTON CO 8 67 8 67 7 58 6 50 7 58 10 48 25 64 36 60 7 58 8 67 7 58 7 58 7 58 16 59 21 64 36 69 39 (N = 2351 -

- * INDICATES HEDIAN RAW SCORES, PERCENTAGES AND/OR HEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS

Number = Number of Correct Items
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Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

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¹ Number = Number of Correct Items

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² Percentage = Percentage of Correct Items

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SUMMARY REPORT

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* INDICATES HEDIAN RAN SCORES, PERCENTAGES AND/OR HEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS

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Number = Number of Correct Items 2 Percentage = Percentage of Correct Items
Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

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SUMMARY REPORT

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YNE COUNTY	(N = 206)	10 67	10 67	10 67	10 67	9 69	30 64	39 65	59		8 67	9 73	8 67	8 67	10 83	24 73	19 70	43 71
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Number = Number of Correct Items 2 Percentage = Percentage of Correct Items Percentiles Are Derived From Distributions Of Individual Scores Rather Then Distributions Of Group Averages



SUMMARY REPORT

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* INDICATES HEDIAN RAH SCORES, PERCENTAGES AND/OR HEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS DE LESS THAN 10 STUDENTS 100% 2 Percentage = Percentage of Correct Items Number = Number of Correct Items

Percentiles Are Derived From Distributions Of Individual Scores Rather Then Distributions Of Group Averages

SUMMARY REPORT

GRADE 3595

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RUNSHICK CO	(N =	612)	8 67 9 75	8 67 9 75	7 58 7 58	5 50 7 58	8 67 8 67	11 52 12 57	26 67 28 72	37 62 40 67	45	i	8 67 8 67	8 67 9 75	8 67 8 67	8 67 9 75	7 58 8 67	17 63 19 70	21 64	38 63 42 70	1
ARTERET CO	(N =	573)	8 67	8 67	7 58	7 58	8 67	11 52	27 69	38 63	49		8 67	8 67	7 58	8 67	7 58	16 59	21 64	37 62	:
UPLIN COUNTY	(N =	1084)	9 75	9 75	7 58	7 58	8 67	12 57	28 72	40 67	56		8 67	8 67	8 67	8 67	8 67	18 67	67	40 67	, <u> </u>
REENE COUNTY	(N = (N =	<u>560)</u> 200)	8 67	8 67	7 58	7 58	7 58	12 57	26 67	37 62			7 58 8 67	8 67	7 58 7 58	7 58 8 67	6 50 7 58	15 56 17 63	20 61	35 58 38 63	- 1
ONES COUNTY ENGIR COUNTY	(N =	121)	8 67	8 67	7 58 7 58	7 58 6 50	8 67	12 57	26 67	38 63 38 63	\bot		7 58	9 75	8 67	8 67	7 58	17 63	21 64	38 63	_
INSTON CITY	(N =	468) 326)	8 67	9 75	7 58	7 58	8 67	12 57	26 67	38 63	49		8 67	8 67	8 67	8 67	7 58	17 63	22 67	39 65	_
EN HANOVER	(H =	1452)	9 75 9 75	9 7 5 9 75	8 67 8 67	8 67 7 58	9 75 9 75	13 62 12 57	30 77 29 74	43 72			9 75 8 67	10 83 9 75	9 75 8 67	9 75 8 67	8 67 7 58	19 70 18 67	24 73 23 70	44 73	
AMICO CO	<u>(N</u> =	1298)	8 67	8 67	7 58	6 50	8 67	11 52	27 69	38 63	1_1		8 67	9 75	8 67	8 67	7 58	18 67	22 67	39 65	5
ENDER COUNTY	(H =	152) 370)	8 67	8 67	6 50	6 50	8 67	11 52	26 67	37 62	45		8 67	8 67	7 58	8 67	7 58	17 63	21 64	38 63	3

- # INDICATES MEDIAN RAW SCORES, PERCENTAGES AND/OR MEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS

+ + = 100%

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¹ Number = Number of Correct Items 2 Percentage = Percentage of Correct Items

Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

MORTH CAROLINA SOCIAL STUDIES TEST

SCIENCE AND SOCIAL STUDIES

SUMMARY REPORT

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		Author	Parcange Hines	A RELIA	Sacania Milas	Today Miles	To All Market	AND ALINA	4. 4 4 1 3	THE THE SECTION		MARK	A REAL STATES	A COLUMN TO SERVICE	To de la la la la la la la la la la la la la	A RANGE TO SERVICE	A A A A A A	2. 48 . 78	A REAL PRINTS	A CALL CO	<u> </u>
SAMPSON CO	(N =	477)	8 67	9 75	8 67	7 58	8 67	12 57	27 69		58		8 67	T. 7	8 67	8 67	7 58	17 63	22 67	39 65	
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HAYNE COUNTY	(N =	1022)	8 67	9 75	7 58	7 56	8 67	12 57	28 72	ļ			8 67	9 75	8 67	8 67	8 67	18 67	23 70	41 68	
GULD SBORO	_(N_=	334)	7 58	8 67	6 50	6 50	7 58	10 48	23 59	34 57	34		7 58	8 67	7 56	7 58	7 58	15 56	20 61	36 60	39
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Number = Number of Correct Items 2 Percentage = Percentage of Correct Items
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* INDICATES HEDIAN RAN SCORES, PERCENTAGES AND/OR MEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS



SUMMARY REPORT

EEIOM: S							FO	RM : B			· -							PA	GE 1	•	3 P RI
				CIENCE				<u> </u>						STUDIES				$\overline{}$			19
LB ID	CIFE SCIENCE	ALL SICAL	ENGIT SCHOOL	ATURE OF	PROCESS IN	ONER THE	CHER ORD	OTAL SCOR	2. T	S Henon,	3 liens	GRACHA TO	TOMICS.	OLEHARINI MORRINI	THOO OLO	OMER ORDE	AIGHER ORD	COLATE SON	e e	Run 05/	Dat /24/
chool System	1 10	AL SCAL S	ENCK IN	ALUK OK	CHACK	2 Mg	a de	\$ OR	P. C. C. L. L. L. L. L. L. L. L. L. L. L. L. L.		\ \ \	74 1	100	City		OMEN ORDE	A TO	S. Or	RESCRIPTION OF THE PERSON OF T		
chool		RENDE				AND ELITA	ACRAMA SINGS	AL ALLE	SACRAGE TURNS	A A A SECON		All Bre	Alay Tange	S. C. A. S. L. A. S.	Ace Tente	Adding the	ARRIVA TURE	A REAL PROPERTY.	` 	A TORRES	are
EGION 2 AVERAGE	(N =	8954)	8 67	7 58	7 58	7 58	58	11 58	25 61	36 60	52	- 1	7 58	8 67	8 67	7 58	7 58	14 61	23 62	37 62	
TATE AVERAGE	(H =	77439)	8 67	7 58	7 58	7 58	7 58	11 56	25 61	36 60	52		8 67	8 67	8 67	7 58	7 58	15 65	23 62	38 63	3 647
CHOOL SYSTEM AVER	RAGES																		,		1
RTERET CO	(N =	601) 586)	8 67 9 75	7 58 7 58	7 58 7 59	7 58 8 67	7 58 7 58	11 58 12 63	25 61 26 63	36 60 37 62		ł	7 58 8 67	8 67 8 67	8 67 9 75	6 50 7 58	7 58 8 67	14 61 15 65	22 59 25 68	35 56 40 67	
AVEN COUNTY PLIN COUNTY	(H =	998)	8 67	7 58 7 58	6 5 0 6 5 0	7 58 7 58	7 58 7 58	11 58 11 58	24 59 25 61	35 58 36 60		•	7 58 7 58	8 67 8 67	8 67 8 67	7 58 7 58	7 5 8 7 5 8	14 61 14 61	23 62	36 60 37 68	- 1
EENE COUNTY	(H =	232)	8 67	7 58 6 50	7 58 6 50	7 58 7 58	6 50 6 50	12 63 11 58	24 59 23 56	36 60 33 55	52	:	7 58 7 58	7 58 7 58	7 58 8 67	6 50 6 50	7 58 7 58	13 57 13 57	21 57	34 57 36 60	
IDIR COUNTY	(H =	4771	8 67	7 58 7 58	6 50 6 50	7 58 7 58	7 58 6 5 0	11 58 11 58	?4 59 23 56	35 58 34 57	1 1		7 56 7 58	8 67 7 58	8 67 7 58	6 50 6 50	7 58 7 58	14 61 13 57	22 5 9 21 57	36 60 34 57	- 1
HANOVER LOW COUNTY	(N =	311) 1324)	9 75 8 67	7 58 7 58	8 67 7 58	8 67 7 58	8 67 7 58	13 68 12 63	26 63 25 51	39 65 37 62	64	ļ	8 67 7 58	9 75 8 67	9 7 5 8 67	7 58 7 58	8 67 7 58	16 70 15 65	24 65 23 62	40 67 38 63	7
LICO CO	(N =	1231) 151)	8 67	7 58	6 50	7 58	8 67	11 56	25 61	35 58	45	-	8 67	8 67	8 67	8 67	7 58	15 65	24 65	40 67	,
WER COONIT	(N =	364)	8 67	7 58	6 50	7 58	7 58	11 58	23 56	35 58	48		7 58	8 67	8 67	6 50	7 58	14 61	22 59	35 58	۱,

Number = Number o. Correct Items

Number = Number o. Correct Items 2 Percentage = Percentage of Correct Items

Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.



REGION: 2



SCIENCE AND SOCIAL STUDIES

SUMMARY REPORT

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- * INDICATES HEDIAN RAW SCORES, PERCENTAGES AND/OR HEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS



Number = Number of Correct Items 2 Percentage - Percentage of Correct Items Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

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SUMMARY REPORT

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nool System	13 ACK	SCIK	ACK TENCE	,	OFF	OK,	THE	CERTIFE					1	1 26	Eld Cox			- SATE		
hool				AL ALLANDA	A. A. A. A. A. A. A. A. A. A. A. A. A. A	A REAL PROPERTY OF THE PARTY OF	AND READ TO SERVICE STATE OF THE PARTY OF TH	A A REAL PROPERTY OF THE PARTY	A GO SE OF		RL TAKE	A BAR S	AND THE TE	Town Town Town The State of the	CARRIAN.	CARRO TAR	AND THE	4. 4. 4. A. A. A. A. A. A. A. A. A. A. A. A. A.	Total S	dy.
EGION 3 AVERAGE	(N =)		9 60	10 67	9 60	10 67	9 69	29 62	38 63	54		9 75	9 75	8 67	8 67	10 83	24 73	19 70	43 7	2
TATE AVERAGE	(N = 8	32791)	10 67	10 67	9 60	10 67	9 69	29 62	38 63	54		9 75	9 75	8 67	8 67	10 83	24 73	19 70	43 7	2
CHOOL SYSTEM AVER	RAGES											9 75	10 83	8 67	9 75	11 92	26 79	20 74	46 7	7
URHAH COUNTY	(N =	1397)	9 60	9 60	9 60	9 60	9 69	31 66 28 60	40 67 36 60			8 67	8 67	a 67	8 67	10 83	23 70	18 67	41 6	8
URHAM CITY DESCOMBE CO	(N_=	732)	11 73	10 67	10 67	9 60	10 77	31 66	41 68	67		9 75	9 7%	8 67	8 67	10 83	24 73	21 70	3 44 7	75
TARBORO CITY	(N =	396)	10 67	10 67	10 67	10 67	10 77	30 64	39 65	59		9 75	9 75	7 58	8 67	10 83	24 73	19 70	43 7	72
FRANKLIN CO	(N =	198)	8 53	9 60	9 60	9 60	8 62	27 57	35 58	41		7 58	8 67	7 58	7 58	9 75	22 67	16 5	38 6	53
	(N =	363)	8 53	9 60	9 60	9 60	9 69	28 60	36 60	46		9 75	9 75	8 67	8 67	9 75	23 70	20 7	43 7	72
FRANKLINTON	(N =	9 5)	9 60	9 60	9 60	9 60	9 69	28 60	37 68	50		8 67	9 75	8 67	8 67	10 83	24 73	18 6	7 42 7	70
GRANVILLE CO	(N =	518)	9 60	8 53	8 53	8 53	8 62	25 53	33 59	33		8 67	7 58	6 50	6 50	9 75	21 64	16 5	9 37 6	52
HALIFAX CO	(N =	562)				<u> </u>	9 69	29 62	38 63	_	-	8 67	10 83	8 67	9 75	10 83	25 76	19 7	0 44	73
OANOKE RAPID	(N =	257)	9 60	9 60	9 60	10 67 8 53	10 77	31 66	١	Ì		9 75	9 75	8 67	7 58	9 75	22 67	19 7	0 41 6	68
HELDON CITY	(N =	98)	11 73							 ,	J	8 67	9 75	8 67	8 67	10 83	24 73	18 6	7 42	70
JOHNSTON CO	(N =	1030)	10 67			10 67	9 69	30 64	39 6! 37 6!			8 67	9 75	8 67	8 67	10 83	24 7	18 6	7 42	70
NASH COUNTY	(H =	854)	9 60		1	1		i	1	i	CULATED AND F		l	1	1 500	THAN 10	STUDE	its -		

- * INDICATES MEDIAN RAW SCORES, PERCENTAGES AND/OR MEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROODS OF LESS THAN

Number = Number of Correct Items 2 Percentage = Percentage of Correct Items

+ = 100%

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Percentilee Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages

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SCIENCE AND SOCIAL STUDIES

SUMMARY REPORT

REGION: 3 PAGE FORM : B SPRING SOCIAL STUDIES SCIENCE 1990 WATHRONOLOGY SOCIOLOGY W. H. GHER ORDER GO TOTAL SCORE (15 lens, Onder EMAN SCHACE CK CGRADAN. ECONOMICS. COLERAMENT HCHEN ONDER OTAL SCORE Run Date TISTORY. COMER ORDER OHAUSCAL SCHACE (13 Hems) (12 Herns) (IS Herne) PROCESS Callena (13 hems) (60 lens, (15 Henry) CTB ID 05/24/90 School System School 35 58 8 67 7 58 75 22 67 19 70 40 67 27 57 41 ROCKY HOUNT 9 60 9 60 9 60 9 60 (N = 369) 23 70 9 60 28 60 37 62 50 9 75 8 67 8 67 8 67 10 63 20 74 44 73 **NORTHAMPTON** 9 60 9 60 9 60 (N =288) 32 53 30 7 58 7 58 7 58 7 58 75 21 64 16 59 36 60 34 24 51 VANCE COUNTY 5 60 8 53 8 53 8 53 (N =558) 10 83 26 79 19 70 45 75 31 66 40 67 63 9 75 9 75 8 67 8 67 10 67 11 73 HAKE COUNTY 10 67 10 67 (N = 4912) 41 9 60 8 62 27 57 36 60 46 8 67 8 67 7 38 7 58 9 75 22 67 16 59 38 63 HARREN COUNTY 9 60 8 53 9 60 (N = 220) 28 60 37 62 50 8 67 9 75 7 58 8 67 10 83 23 70 18 67 41 68 51 **HILSON COUNTY** 9 60 9 60 9 60 10 67 9 69 (H = 906)

* INDICATES MEDIAN RAW SCORES, PERCENTAGES AND/OR MEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS



2 Percentage = Percentage of Correct Items Num' or = Number of Corr Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages 100%

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School		\'	$\overline{}$	$\overline{}$		Ard tends	ACRAM RANGE	\leftarrow		Tom son		H. A.	Cong Lines	A REAL TON TO	A LAND OF THE PARTY OF THE PART	A A A A A A	ARRIVA TUNE	ARRIVA TO	and the	Address of	
REGION 3 AYERAGE	(N =	13434)	8 67	9 75	7 58	7 58	8 67	12 57	27 69	39 65	52		8 67	9 75	8 67	8 67	7 58	18 67	22 67	40 67	51
STATE AVERAGE	(N =	80475)	8 67	9 75	7 58	7 58	8 67	12 57	28 72	39 65	52		8 67	9 75	8 67	8 67	7 58	18 67	22 67	40 67	51
SCHOOL SYSTEM AVER	AGES																	10.70	04.77	43 72	61
DURHAH COUNTY DURHAH CITY	(H =	1451)	9 75 7 58	9 75 8 67	7 58 6 50	8 67 6 50	9 75 7 58	13 62 10 48	29 74	42 70 33 55	31		9 75 7 58	9 75 7 58	8 67 6 50	9 75 7 58	8 67 6 50	19 70 14 5 2	24 73 18 55	32 53	ļ
EDGECOMBE CO	<u>(N =</u> (N =	<u>609)</u> 371)	8 67	8 67	7 58	6 50	7 58	11 52		35 58			7 58 8 67	7 58 8 67	7 58 7 58	7 58 8 67	6 50 7 58	15 56 17 63	19 58 20 61	33 55 37 62	1
TARBORD CITY FRANKLIN CO	(N =	232)	8 67	8 67	6 50 7 58	7 58 7 58	8 67	11 52	↓	38 63 38 63	1		8 67	8 67	7 58	8 67	7 58	17 63	21 64	39 65	┺
FRANKLINTON	(H =	338) 88)	8 67	8 67	7 58	6 50	7 58	11 52		35 58	4-4		7 58	7 58	7 58 8 67	7 58 8 67	6 50 7 58	15 56 17 63	19 58	34 57 39 65	—
GRANVILLE CD HALIFAX CO	(N =	493)	8 67 7 58	9 75 8 67	7 58 6 50	6 50 6 50	8 67 7 58	11 52		38 63 33 55			8 67 6 57	8 67 6 50	6 50	6 50	6 50	13 48	17 52	31 52	
RDANOKE RAPID	(N =	246)	9 75	9 75	8 67	7 58	8 67 7 58	12 57 9 43	1	40 67 30 50			9 75 6 50	10 83 7 58	9 75 6 50	9 75 6 50	8 67 6 50	20 74	25 76 17 52	44 73 30 50	1
JOHNSTON CO	(N =	79)	7 58 8 67	7 58 8 67	7 58	5 42 7 58	8 67	12 57	<u> </u>	39 65			8 67	8 67	8 67	8 67	7 58	18 67	23 70	40 67	
NASH COUNTY	(N =	865)	8 67	8 67	7 58	7 58	8 67	11 52	1	38 63			8 67	8 67	8 67 ROUPS O	8 67	7 58 THAN 10	18 67	21 64 NTS	39 65	48
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¹ Number = Number of Correct Items

= 100%



² Percentage = Percentage of Correct Items

Descentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.



NORTH CAROUNA SOCIAL STUDIES

SCIENCE AND SOCIAL STUDIES

SUMMARY REPORT



REGION: 3 PAGE EORH : SPRING SOCIAL STUDIES 1990 SCIENCE WATEROOCIOS SOCIOLOS Co. HOHER ORDER (3 COLERAN MENT CS HOLER OROCK TOTAL SCORE HISTORY Run Date WATURE OF SCHOOL O AL SCORE C.E.O.GRABHA ECONOMICS. (13 Herry) LOWER ORDER LIKE SCHACE DINISCRI SCHROK EARTH SCIENCE PROCESS OMER ORDER (60 Hene) (13 Heme) (13 hems) (12 Hens) (2) Henry CTB ID 05/24/90 **School System** School 19 58 33 E5 30 34 7 58 10 24 62 34 57 7 58 7 58 7 58 7 58 6 50 6 50 ROCKY MOUNT (N =3841 34 57 33 20 61 36 60 41 7 58 7 58 7 58 7 58 7 58 6 50 7 58 8 67 11 52 25 64 8 67 8 67 NORT 280 39 7 58 7 58 21 64 36 60 7 58 11 52 26 67 37 62 45 8 67 7 58 8 67 VANCE LAUNTY 8 67 8 67 7 58 6 50 (N =523 19 70 24 73 43 72 61 29 74 42 70 9 75 10 83 8 67 9 75 8 67 9 75 13 62 9 75 9 75 8 67 MAKE COUNTY (N =4659 42 37 62 45 7 58 8 67 7 58 17 63 20 61 37 62 8 67 7 58 7 58 8 67 12 57 26 67 8 67 8 67 MARREN COUNTY 8 67 (N =240 17 63 21 64 38 63 38 63 49 8 67 7 58 8 67 26 67 8 67 9 75 7 58 7 58 8 67 12 57 HILSON COLDITY 8 67 963 (N =* INDICATES MEDIAN RAW SCORES, PERCENTAGES AND/OR MEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS

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Number = Number of Correct Items 2 Percentage = Percentage of Correct Items
Percentiles Are Derived From Distributions Of Ind.vidual Scores Rather Than Distributions Of Group Averages.

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TB ID	CIKE SCHACE	OH, SICH	ARITH SCIENCE	NURE OF	ACKS IN	MEH ORDER	CHER ORDE	A SCORE		Stene of	3 (KOCKA	Stong Rice	TO LETAMENT	AND OCO	WER OROER	CHEN ONDE	No SCOR	et Carrie	05/	
chool System	1 16	CHASICAL SCA	ENCK EN	A TURK OF SE	PENCE	TOK,			A CHELLING					THO POLOGY S	a a a a a a a a a a a a a a a a a a a			CHILL		
chool		R. R. R.				Arentes . Tungs	TO BELLEVIE	ARRIVATION OF THE PARTY OF THE	See Head	A RES		HIT TO BE SEED TO BE			A REAL PROPERTY OF THE PROPERT	danie line	Adal Line	A A LINE	A TORRES	
REGION 3 AVERAGE	(N =	12647)	8 67	7 58	7 58	7 58	7 58	11 58	25 61	36 60	52	8 67	8 67	8 67	7 58	7 58	14 61	23 62	38 63	5 5
STATE AVERAGE	(N =	77430)	8 67	7 58	7 58	7 58	7 58	11 58	25 61	36 03	52	8 67	8 67	8 67	7 58	7 58	15 65	23 62	38 63	1
SCHOOL SYSTEM AVER	RAGES				,			,												,
OURHAM COUNTY	(N =	1341)	9 75	7 58	8 67	8 67 6 50	8 67 5 42	13 68 10 53	27 66 21 51	39 65 30 50	64 A.2 20	8 67 7 58	9 75 6 50	9 75 6 50	8 67 6 50	8 67 6 50	16 70 12 52	26 70	42 70 31 52	-
DURHAH CITY	(N =	505)	7 58	6 50	5 42				23 56	<u> </u>	29	7 58	8 67	7 58	7 58	7 58	14 61	22 59	35 58	,
EDGECOMBE CO	(N =	371)	8 67 7 58	7 58 7 58	6 50	7 58 7 58	6 50	11 58 11 58	22 54			7 58	8 67	8 67	7 58	7 58	14 61	23 62	37 62	2
RANKLIN CO	(N =	214)	8 67	7 58	7 58	8 67	7 58	12 63	25 61	37 62	57	8 67	8 67	8 67	7 58	7 58	15 65	23 62	38 63	3
FRANKLINTON	(N =	324)	7 58	6 50	5 42	6 50	6 50	9 47	20 49	30 50	29	7 58	6 50	6 50	7 58	7 58	12 52	20 54	32 53	3
GRANVILLE CO	(N =	97)	8 67	7 58	7 58	7 58	7 58	11 58	24 59	36 60	52	7 56	8 67	8 67	7 58	7 58	15 65	22 59		
HALIFAX CO	(N =	445) 456)	8 67	6 50	6 50	6 50	6 50	10 53	21 51	31 52	33	7 58	7 58	6 50	6 50	6 50	12 52	20 54		
ROANOKE RAPID	(N =	205)	8 67	7 58	7 58	7 58	7 58	12 63	25 61	37 62	57	8 67	8 67	8 67	6 50	7 58	14 61	24 65	1	
HELDON CITY	(N =	99)	7 58	6 50	5 42	6 50	6 50	10 53	20 49	29 45	26	6 50	6 50	6 50	5 42	5 42	11 48	18 49		丄
ЈОНИЅТОН СО	= N)	1090)	8 67	7 58	7 58	7 58	7 58	12 63	25 61	37 62	1 1	7 58	8 67	8 67	7 58	7 58	14 61	23 62		-
NASH COUNTY	(N =	870)	8 67	7 58	6 50	7 56	7 58	11 58	24 59	35 58	1 1	7 58 NO REPORTED	8 67	8 67	7 58	7 58	14 61	23 62	37 68	_ _

¹ Number - Number of Correct Items

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² Percentage = Percentage of Correct Items

³ Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

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SCIENCE AND SOCIAL STUDIES

SUMMARY REPORT

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REGION: 3 PAGE FORM : SPRING SOCIAL STUDIES 1990 SCIENCE A, TICHER ORDER COLUMNICA HICHER ORDER LOWER ORDER Run Date to a score HISTORY GEOGRAPH, (SO Rema) DINISCAL SCHROK WALLAK OK. (13 Heme) (13 Herne) (37 Henre) PROCESS (13 Herry) (13 Henry) LIKE SCHRICK (13 Home) (SO Herre) COMEN ONDER CANTIL SCIENCE (18 Hema) CTB ID 05/24/90 School System School 21 57 21 51 31 52 ROCKY HOUNT 7 58 6 50 6 50 (N = 394) 32 53 33 7 58 7 58 12 52 20 54 21 51 31 52 7 58 6 50 9 47 7 58 6 50 5 42 NORTHAMPT ON (H =269) 21 57 33 55 13 57 6 50 10 53 23 56 33 55 7 58 8 67 7 58 6 50 7 58 VANCE COUNTY (N = 547) 7 58 25 66 41 48 16 70 26 63 39 65 8 67 HAKE COUNTY 9 75 7 58 7 58 8 67 A 67 12 63 4380) (N =7 58 13 57 22 59 35 58 11 58 23 56 34 57 7 58 HARREN COUNTY 8 67 7 58 6 50 7 58 (N = 209) 35 Š8 7 58 13 57 22 59 7 58 11 58 24 59 35 58 7 58 8 67 6 50 6 50 7 58 HILSON COUNTY 8 67 7 58 (N =831) # INDICATES HEDIAN RAW SCORES, PERCENTAGES AND/OR HEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS

Number = Number of Correct Items 2 Percentage = Percentage of Correct Items

Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

LESS THAN 10 STUDENTS MEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF PERCENTAGES AND/OR INDICATES MEDIAN RAN SCORES,

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Number = Number of Correct Items

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mentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

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RICHMOND CO

ROBESON CO

SCOTLAND CO

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SCIENCE AND SOCIAL STUDIES SUMMARY REPORT REGION: 4 FORM : B PAGE SPRING SCIENCE SOCIAL STUDIES 1990 COMET ORDER Run Date CTB ID 05/24/90 School System School FT BRAGE 10 67 10 67 18 67 (N =486) 1 * INDICATES MEDIAN RAH SCORES, PERCENTAGES AND/OR MEDIAN STATE PERCENTILES ARE NO. CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS

Number = Number of Correct Items 2 Percentage = Percentage of Correct Items

Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

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		so	CIENCE			`	/ /					OCIAL S					\overline{Z}			RING 1990
CTB ID	CERTIFICATION OF THE PROPERTY	CHATTA SCIENCE	ATURE OF SE	ACCES IE	ONER ORDE	TOTAL SO TO	OTAL SCOR	P. C. C. C. C. C. C. C. C. C. C. C. C. C.	S Hengy	To GEO	Chaos,	CONONICS .	N. C. T. I.S.	THOO OLOGY	OWER ORDER	TOME O OF OR	OTAL SON	S.E. C. C. L. L. L. L. L. L. L. L. L. L. L. L. L.	Run (05/2) ate 4/90
School System	L. Ch. L.	Park Ca	A 38	CHACK	OF.			e leggy		\					ECCHOLOGY N			e legific		
School	\	$\overline{}$	-	~	A A RANGE	Sacania Sacas	Arene line	A REAL PROPERTY OF THE PARTY OF	ad Office		RUMBA	A RANGE THE PARTY OF	A TON BE ! BUT !	AND THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TO THE PERSON NAMED IN COLU	ARRIVE TO SERVICE	A LANGE	A CARRA LINE	A A EN	A COS	
REGION 4 AVERAGE	(N = 10377)	8 67	8 67	7 58	6 50	8 67	11 52	26 67	37 61	1 1		8 67	8 67	7 58	8 67	7 58	17 63	21 64	37 62	42
STATE AVERAGE	(N = 80475)	8 67	9 75	7 58	7 58	8 67	12 57	28 72	39 65	52		8 67	9 75	8 67	8 67	7 58	18 67	22 67	40 67	51
SCHOOL SYSTEM AVER	AGES													_						
BLADEN COUNTY	(N = 434)	8 67	8 67	6 58	6 50	8 67	10 48	25 64	35 50		i	7 58	8 67	7 58	7 58	7 58	16 5°)	20 61	36 60 39 65	39 48
COLUMBUS CO	(N = 572)	8 67	8 67	7 58	6 50	8 67	11 52	27 69	38 63		1	8 67	8 67	8 67 7 58	8 67	7 58	16 59	21 64	37 62	42
MHITEVILLE	(N = 286)	8 67	8 67	6 50	6 50	8 67	11 52	26 67	36 61			8 67	8 67	8 67	8 67	7 58	17 63	21 64	39 65	48
CUMBER LAND	(N = 3285)	8 67	9 75	7 58	7 58	8 67	12 57	27 69			ļ	8 57	8 67	8 67	8 67	7 58	17 63	22 67	39 65	48
HARNETT CO	(N = 880)	8 57	8 67	7 58	6 50	8 67	12 1/	23 59			1	7 58	6 50	6 50	6 50	6 50	14 52	17 52	31 52	25
HOKE COUNTY	(N = 404)	7 58	7 58	6 50	5 42	7 58	10 48	I	_		1		ļ	8 67	8 67	7 58	18 67	22 67	40 67	51
LEE COUNTY	(N = 545)	8 67	8 67	7 58	7 58	8 67	11 52	27 69	39 6	5 52	1	8 67	9 75			ļ.			1	
HONTGOMERY CO	(N = 348)	8 67	8 67	7 58	6 50	8 67	11 52	26 67	37 6	2 45		8 67	8 67	7 58	8 67	7 58	17 63	21 64	39 65	48
MOORE COUNTY	' = 703)	8 67	8 67	6 50	6 50	8 67	11 58	26 67	37 6	2 45		8 67	8 67	8 67	8 67	7 58	17 63	22 67	39 65	48
RICHMOND CO		8 67	8 67	7 58	6 50	8 67	11 52	26 67	36 6	41	! }	8 67	8 67	7 58	8 67	7 58	17 63	21 64	37 62	42
ROBESON CO	<u>(N = 697)</u>	7 58	8 67	6 50	6 50	7 58	10 48	24 62	34 5	7 34	1	7 58	7 58	7 58	7 58	6 50	14 52	19 58	33 55	30
SCOTLAND CO	(N = 1757)	8 67	8 67	6 50	6 50	7 58	11 52	24 62	34 5	7 34		7 58	7 58	7 58	7 58	7 58	16 59	20 61	35 58	36
	(N = 566)	l i	1	i	!	I	L	<u>'</u>			j	!	L	DOLING 0	L	TUAN 10				

[#] INDICATES HEDIAN RAW SCORES, PERCENTAGES AND/OR HEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS

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¹ Number = Number of Correct Items

² Percentage = Percentage of Correct Items

Percentiles Are Derived From Distributions Of Individual Scores Rather Then Distributions Of Group Averages.

SCIENCE AND SOCIAL STUDIES **SUMMARY REPORT** REGION: 4 PAGE EDRH SPRING SOCIAL STUDIES SCIENCE 1990 TANIARO O CON SOCIOLOS Q. LOWER ORDER CS HORES ORDES CA, LOWER ORDER WATUR OF SCHREE **Run Date** LIK SCHWCK WATH SCIENCE CTB ID 05/24/90 School System School 12 57 29 74 9 75 8 67 9 75 19 70 23 70 42 70 58 9 75 7 58 7 58 9 75 8 67 FT BRAGG (N = 307)

* INDICATES MEDIAN RAW SCORES, PERCENTAGES AND/OR MEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS

Number = Number of Correct Items

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Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

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				IENCE				7,	_			SOCIAL S			- 4		1.87			
B ID	THE SCIENCE	OH CONTROL OF	ARITH SCIENCE	TURK OF SE	POCKS IN	MER OROKE	GHER ORDE	STATE SCORE	A RECEIVED	Stistory.	CKOCHAON	CONOMIS IS	A CISTON OF THE PARTY OF THE PA	NO OCIONA	WES ONDER	CHER ONCE	OTAL SOR	CHESTILL STATE	05/2	24,
nool System	1 8		ERCE CHE	d E	REACE) dis									ROLOGI			PATE.		
hool		AL THE	<u> </u>	CORE STORE	7	day the	AND THE	AND THE	A A RA	A A RECO	A. A.	A RANGE	A LANGE	A TOP	AND LINE	AND SHE	A RELIEF	A TA	A CO	Š
GION 4 AVERAGE	(N =	9979)	8 67	7 58	6 50	7 58	7 58	11 58	24 59	34 57	4	7 56	8 67	8 67	·.	7 58	14 61 ×	22 59	36 60	
ATE AVERAGE	(N =	77430)	8 67	7 58 š	7 58	7 58	7 58	11 58	25 61	36 69	52	8 67	8 67	8 67	7 58	7 58	15 65	23 62	38 63	
HOOL SYSTEM AVER	AGES						, ,					*		13.	· · · · · · · · · · · · · · · · · · ·		***	\$1.4 \$7.4	\$ 13 \$ 75	3
ADEN COUNTY	(N =	389)	8 67	7 58	6 50	7 58 7 58	7 58	11 58 11 58	24 59 23 56	35 \$8 34 57	40	7 58 7 58	8 67	8 67	7 58 7 58	7 58 7 58	14 61	22 59	36 60 36 60	3
LUMBUS CO	(N =	569)	8 67	6 50	6 50 7 58	7 58	7 58	11 58	24 59	35 50	48	7 58	8 67	8 67	7 58	8 67	15 65	23 62	38 63	5
ITEVILLE MBERLAND	(N =	191)	8 67	7 58 7 58	7 58	7 58	7 58	11 58			52	7 58	8 67	8 67	6 50	7 58	14 61	22 59	36 60)
RNETT CO	(N =	3139)	8 67	7 58	7 58	7 58	7 58	11 58	25 61	36 60	52	7 58	8 67	8 67	7 58	8 67	15 65	23 62	37 62	
KE COUNTY	(N =	897) 380)	8 67	6 50	6 50	6 50	6 50	10 53	22 54	31 58	33	7 58	7 58	7 58	6 50	7 58	13 57	23 62	33 55 37 68	_
E COUNTY	(N =	533)	8 67	7 58	6 50	7 58	7 58	11 58				7 58	8 67	8 67 7 58	7 58 6 50	7 58 7 58	14 61 13 57	22 59	35 58	
PITEOMERY CO	(N =	30 <u>9)</u>	8 67	7 58	6 50	7 58	6 50	11 58	1			8 67	8 67	9 75	7 58	8 67	16 70	24 65	40 67	7
DRE COUNTY	(N =	684)	8 67	7 58	7 58	8 67 7 58	7 58 7 58	12 63 11 58				7 58	8 67	8 67	7 58	7 58	15 65	23 62	37 68	2
CHMOND CO	(N =	59 3)	5 67	6 50	6 50	6 50	6 50	10 53		31 58	33	7 58	7 58	7 58	6 50	7 58	13 57	21 57	33 59	5
OTLAND CD	(H =	1720)	7 58	6 50	6 50	6 50	6 50	10 53	21 51	31 58	33	7 58	7 58	7 58	6 50	7 58	13 57	21 57	34 57	7

Number = Number of Correct Items

2 Percentage = Percentage of Correct Items

SUMMARY REPORT SCIENCE AND SOCIAL STUDIES PAGE FORM : B SPRING **SOCIAL STUDIES** 1990 SCIENCE (4, HICHER ORDER Run Date COMEN ONDER ENATH SCIENCE · COMEN ONDER CTB ID 05/24/90 **School System** School 12 63 28 68 FT BRAGE 271) (N = * INDICATES HEDIAN RAN SCORES, PERCENTAGES AND/OR HEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS 100%

2 Percentage - Percentage of Correct Items Number = Number of Correct Items Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Avereges.

SUMMARY REPORT

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REGION: 5							FORM	: B									PA	GE 1		SPRING
			SCIENC	E					\				STUDIE				7			1990
CTB ID	LIER SCIENCE	CHASICAL SCI	ARTH SCIENCE	80 (3/6 10 (8) (8)	OMER ORDE	THE ONDER	AN SCORE	RED TIE		A liens	ON THE NO PARTY.	NOMICS .	CIS IIEM	POROLOGY'S	MES ORDER	THEN ORDE	STATE SON	e de la la la la la la la la la la la la la	05.	/24/90
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School		ALINA	A RINGS	TORRES .	A CAN BURNE	A. A. B. Lines	Adama Sunas	A RANGE	Adams Scot		A. A. A.	Cantago .	CANA TIME	CANAL TOP	A A SEA	AND REITE	ALENIES .	A RANGE	A COLOR	core
REGION 5 AVERAGE	(N =	14379}	9 60	10 67	10 67	10 67	9 69	30 64	39 65	59		9 75	9 75	8 67	8 67	10 83	25 76	19 70	43 7	2 58
STATE AVERAGE	(N =	82791)	10 67	10 67	9 60	10 67	9 69	29 6 2	38 63	54		9 75	9 75	8 67	8 67	10 83	24 73	19 70	43 7	72 58
SCHOOL SYSTEM AVER	RAGES								,									00.70	44 7	73 62
ALAMANCE CO BURLINGTON	(N =	798)	10 67 10 67	10 67 10 67	10 67 10 67	10 67 10 67	10 77 9 69	31 66 30 64	40 67	63 63		9 75 9 75	9 75 9 75	8 67	8 67 9 75	10 83	25 76 25 76	20 74	45 7	75 65
SASHELL CO CHATHAN CO	(N =	232)	9 60	9 60 10 67	9 60 10 67	9 60	9 69 9 69	28 60 30 64	36 60 39 65	46 59	1	8 67 9 75	8 67 9 75	8 67 8 67	7 58 9 75	9 75 10 83	23 70 26 79	18 67 20 74	1	1
DAVIDSON CD LEXINGTON	(N =	1219)	10 67	10 67	10 67	10 67	9 69	31 66 29 62	40 67 38 63	1		9 75 9 75	9 75 9 75	9 75 8 67	9 75 8 67	10 83 10 83	25 76 24 73	1	1.	
THOMASVILLE	(N =	227) 166)	8 53	8 53	8 53	9 60	8 62	25 53 30 64	34 57 39 65			8 67 9 75	8 67 9 75	8 67 8 67	7 58 8 67	10 83 10 83	22 67 25 76	1		- 1.
FORSYTH CO GUILFORD CO	(N =	2732) 1762)	9 60	10 67	10 67	10 67	9 69	30 64	39 65	59		8 67	9 75 9 75	8 67	8 67	10 83 10 83	25 76 24 73			
GREENSBORD HIGH POINT	(N =	1552) 637)	9 60	9 60 9 60	<u> </u>	9 60	8 62	<u> </u>	37 62 36 60	46	<u> </u>	8 67	8 67	8 67	8 67	10 83	23 70	18 67	41 (68 51
ORANGE COUNTY	(N =	442)	9 60	i	10 67	1	9 69	1	1	1	CULATED AND R	8 67	9 75	8 67 OUPS DE	8 67		STUDEN		146	

INDICATES MEDIAN RAW SCORES, PERCENTAGES AND/OR MEDIAN STATE PERCENTILES ARE NOT C. LCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENT

Number = Number of Correct Items 2 Percentage = Percentage of Correct Items

Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages

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REGION: 5

SCIENCE AND SOCIAL STUDIES

SUMMARY REPORT

FORM : B

SOCIAL STUDIES

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CHAPEL HILL		407.)	11 7	73	11	73	11	73	12	80	10	,1	34	72	44	73	79
PERSON COUNTY	(N =	421)	10 6	57	10	67	10	67	10	67	9	69	29	58	39	65	59
RANDOLPH CO	(N =	406)	9 6	50	9	60	9	60	10	67	9	69	29	62	38	63	54
ASHEBORO CITY	(N =	1058)	10 6	57	10	67	9	60	11	73	9	69	31	66	39	65	59
ROCKINGHAM CO	(N =	276)	9 6	50	10	67	9	60	10	67	9	69	29	62	38	63	54
EDEN CITY	(N =	268)	9 6	60	`	60	9	60	10	67	9	69	29	62	38	63	54
HESTERN ROCKI	<u>(N =</u>	322)	9 (60	9	60	9	60	9	60	9	69	27	57	36	60	46
REIDSVILLE	(N =	264)	96	60	8	53	9	60	9	60	8	62	27	57	35	58	41
STOKES COUNTY	<u>(N =</u>	259)	9 (60	10	67	9	60	10	67	9	69	30	64	39	65	59
	(N =	490)															′ ′
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2 Percentage = Percentage of Correct Items Number = Number of Correct Items Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages. 100%

SUMMARY REPORT

REGION: 5							EQF	ıн : В										PAC	5 E 1	S	RIN
				IENCE				<i>\</i>	\					TUDIES				<u></u>		Run	1990 Date
TB ID	TRE SCHACE	LASICAL SCI	ENTH SCIENCE	TURK O. S.	POCKS IN	WER ORDE	CHEN ONDE	STATE SOR	SERCESTILE MANAGES	Tis TORY	2 (KOG	Tallen.	NOMICS OF	LERIAL IN	1000 OO 15	MES ONDES	CHEN ORDE	STATE SCORE	AL AL NA BARRAS	05/	24/90
chool System	J. Sch.	1.80	ENCR. ENC	k \	RACK	OF.			e leggy		\				1 3	actor as t			PATIE		
chool		<u> </u>	\cdot			ACRAIL SE TOR	A A REAL PROPERTY OF THE PARTY	Town Hills	A RANGE LANGE	A CARL SCO.		Mental.	And River	Contract Tille	ACRAGE TO THE PARTY OF THE PART	AND REAL PROPERTY.	A A ALINA	A REAL PLANTS	A. B. B. B. B. B. B. B. B. B. B. B. B. B.	A COMPANY CE	
REGION 5 AVERAGE	(N =	14064)	9 75	9 75	7 58	7 58	8 67	12 57	28 72	40 67	1 1		8 67	9 75	8 67	8 67	8 67	18 67	23 70	41 60	54
STATE AVERAGE	(H =	80475)	8 67	9 75	7 58	7 58	8 67	12 \$7	28 72	39 65	52		8 67	9 75	8 67	8 67	7 58	18 67	22 67	40 67	51
SCHOOL SYSTEM AVER	AGES							٠									0.47	10.47	24 73	43 7	61
ALAMANCE CO ,	(N =	743)	8 67	9 75	8 67	7 58	9 75 9 75	12 5 7	29 74	41 66			8 67 9 75	9 75 10 83	9 75 9 75	8 67 9 75	9 75	18 67 20 74	25 76	45 75	
BURLINGTON		462)	9 75	9 75	7 58	8 67 7 58	8 67	12 57	27 69	<u> </u>	44	1 }	8 67	8 67	8 67	8 67	7 58	17 63	21 64	38 63	5 4!
CASHELL CO CHATHAM CO	(N =	249)	8 67	9 75	7 58	7 58	8 67	11 52	28 72	40 6	56		8 67	9 75	8 67	9 75	8 67	18 67	23 70	41 66	5
DAVIDSON CO	(N_=_	381,	9 75	9 75	8 67	7 58	9 75	12 57	28 72	41 6	60		8 67	9 75	8 67	9 75	8 67	19 70	23 70	42 71	- }
LEXINGTON	(N =	1196)	8 67	8 67	7 58	7 58	8 67	12 57	26 67	38 6	3 49		8 67	8 67	8 67	8 67	7 58	17 63	21 64	38 6	-
THOMASVILLE	(N = _	<u>213)</u> 168)	8 67	8 67	6 50	6 50	7 58	11 52	25 64	ļ		1	7 58	8 67	7 58	7 58	7 58 8 67	16 59 18 67	20 61	36 6	
FORSYTH CO	(N =	2590)	8 67	9 75	7 58	7 58						-	9 75	9 75	9 75	9 75	8 67	20 74	24 73		
GUILFORD CO	(N =	1869)		9 75		8 67	9 75	12 57					8 67	9 75	8 67	8 67	8 67	18 67	22 67	41 6	8 8 5
GRE ENSBORO	(N_=	1466)	9 75	<u> </u>		<u> </u>		11 52		_!			8 67	8 67	7 58	7 58	7 58	16 59	20 61	36 6	0 3
HIGH POINT	(N =	592)				ļ		12 57		1		2	8 67	9 75	8 67	8 67	7 58	18 67	22 67	40 6	7 5 i
ORANGE COUNTY	(N =	376	. 1	1	OR MED		1	ENTTIES	ADE NO	T CALC	ULATE	_] ED AND	REPORTE	D FOR E	ROUPS (F LESS	THAN 1	STUDE	NTS		

* INDICATES MEDIAN RAH SCORES, PERCENTAGES AND/OR MEDIAN STATE PERCENTILES ARE NOT CALCULATED

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Number = Number o' Correct Items

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SUMMARY REPORT

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ANDDLPH CO	(N = _	414)	8 67	8 67	6 50	6 50	8 67	11 52	26 67	38 63	49		8 67	9 75	5 67	8 67	7 58	18 67	22 67	40 67	7
SHEBORD CITY	(N =	1079)	9 75	8 67	7 58	7 58	9 75	12 57	28 72	40 67	56		9 75	9 75	8 67	9 75	8 67	19 70	24 73	43 78	2
CKINGHAM CO	(N =	251)	9 75	9 75	7 58	7 58	9 75	12 57	28 72	40 67	56		8 67	8 67	8 67	9 75	8 67	19 70	23 70	42 70	9
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ESTERN ROCKI	(N =	298)	8 67	9 75	8 67	7 58	8 67	13 62	27 69	41 68	60		8 67	8 67	8 67	8 67	7 58	17 63	22 67	39 68	5
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TOKES COUNTY	(N =	273) 513)	8 67	9 75	8 67	7 58	9 75	22 57	28 72	40 67	56		8 67	9 75	8 67	8 67	8 67	18 67	23 70	41 68	3
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2 Percentage = Percentage of Correct Items

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hool System	3 %	CHARGE AND AS CO.	ERCE SER	TURK OF S	CHACK	- OK	of the state of th	S OF	A CONTRACTOR OF THE PARTY OF TH					THO ROLON	GOO OF		4	1 K		
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GION 5 AVERAGE	(N =	13555)	8 67	7 58	7 58	7 58	7 58	12 63	25 61	37 62	51	8 67	8 67	9 75	7 58 ×	8 67	15 65	24 65	39 65	
TATE AVERAGE	(N =	77430)	8 67	7 58	7 58	7 58	7 58	1 . 58	25 61	36 60	52	8 67	8 67	8 67	7 56	7 56	15 65	23 62	38 63	-
CHOOL SYSTEM AVER	AGES														,		3F 4F	35 45	40 47	,
AMANCE CO	(N =	739)	8 67	7 58	8 67	8 67	8 67	12 63	27 66	38 63 38 63	61	8 67 8 67	8 67	9 75 9 75	7 58 7 58	8 67	15 65 15 65	25 68	40 67 39 65	
RLINGTON	<u>(N = </u>	486)	8 67	7 58	8 67	8 67	7 58	12 63	26 63	36 60	52	8 67	8 67	8 67	7 58	8 67	14 61	24 65	38 63	<u> </u>
SHELL CO ATHAM CO	(N =	270)	8 67 9 75	7 58 7 58	6 50 7 58	7 58 8 67	7 58 7 58	11 58 13 68	24 59 26 63	38 63	61	8 67	8 67	9 75	7 58	7 58	15 65	24 65	39 65	j.
VIOSON CO	<u>(N</u> =	380)	8 67	7 58	7 58	7 58	7 58	12 63	26 63	37 62	57	8 67	8 67	9 75	7 58	8 67	15 65	24 65	39 65	;
XINGTON	(N =	1138)	8 67	7 58	7 58	7 58	7 58	11 58	24 59	35 58	48	8 67	8 67	8 67	7 58	3 67	14 61	23 62	37 62	
MASVILLE	(N =	204)	7 56	6 50	5 42	6 50	6 50	9 47	21 51	30 50	29	7 58	7 58	7 58	6 50	6 50	13 57	21 57	33 55	
RSYTH CO	(N =	2488)	8 67	7 58	7 58	7 58	7 58	11 58	25 61	36 60	52	8 67	8 67	9 75	7 58	8 67	15 65	24 65	39 65	
CLFO CO CO	(N =	1760)	8 67	7 58	7 58	8 67	8 67	12 63	26 63	39 65		8 67	9 75	9 75	7 58	8 67	15 65 15 65	25 68 25 68	40 67	
ENSBORO	(N =	1445)	8 67	7 58	7 58	8 67	7 58	12 63	26 63			8 67	8 67	9 75	7 58 7 58	8 67	14 61	23 62	37 62	
SH POINY	(N -	562)	8 67	7 58	6 50	7 58 7 58	7 58 7 58	11 58	24 59	35 58 36 60		7 58 8 67	8 67	8 67	7 58	7 58	15 65	24 65	38 63	
ANGE COUNTY	(N =	383)	8 67	7 58	7 58	1	1	1	1	ļ	1 1	O REPORTED	}	i	1]		<u> </u>	

Number - Number of Correct Items

² Percentage = Percentage of Correct Items

Tannatiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

SUMMARY REPORT

REGION: PAGE FORM : B SPR ING **SOCIAL STUDIES** 1990 SCIENCE MATAROROGOS SOCIOLOGY MCHEN ONDER COLERAMENT Run Date GEOGRAPHA. WATUR OF SCHACE HOHEH ONDER (13 lens) COMER ORDER (3. Heme) PROCESS ECONOMICS ENTIN SCHOOL (3 heme) This car script COMER ORDER (15 Hems) CTB ID 05/24/90 School System School 17 74 27 73 10 83 7 58 30 73 CHAPEL HILL 375) (N =7 58 15 65 24 65 36 60 8 67 9 75 25 61 7 58 7 58 7 58 7 58 PERSON COUNTY 8 67 (N = 407) 14 61 23 62 37 62 11 50 24 59 35 58 8 67 7 58 6 50 7 58 RANDOLPH CO 967) (N = 16 70 25 68 41 68 42 9 75 25 61 37 62 8 67 7 58 7 58 7 58 7 58 12 63 8 67 ASHEBORO CITY 253) (N = 7 58 14 61 24 65 39 65 9 75 7 58 11 58 25 61 7 58 ROCKINGHAM CO 7 58 (N F 241) 7 58 15 65 23 62 38 63 9 75 7 58 7 58 7 58 7 58 11 58 24 59 EDEN CITY 8 67 7 58 (N =319) 21 57 34 57 33 55 8 67 7 58 6 50 6 50 10 53 23 56 7 58 HESTERN ROCKI 260) (N =15 45 23 62 37 62 8 67 7 50 7 58 11 58 25 61 8 67 7 58 7 58 7 58 REIDSVILLE (N =243) 15 65 24 65 39 65 56 11 58 25 61 8 67 7 58 7 58 STOKES COUNTY (N = 455) 17 1 3 MOJOR HEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS

Number - Number of Correct Items Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

* INDICATES HEDIAN RAW SCORES, PERCENT

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2 Percentage - Percentage of Correct Items

100%

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LESS THAN 10 STUDENTS * INDICATES MEDIAN RAW SCORES, PERCENTAGES AND/OR MEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF

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Number = Number of Correct items

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entiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

SUMMARY REPORT

PAGE FORM : B SPRING **SOCIAL STUDIES** 1990 WANTARO CO. CO. BOOM OF STATE Run Date THE HEAD ONDER ONET ONES LIFESCHACE OHNSCH SCHROK (1.5 to MEH ONDER TOTAL SCORE CTB ID 05/24/90 School System School 25 76 10 83 10 67 UNION COUNTY (N =942) 10 83 24 73 19 78 42 78 9 75 8 67 30 64 10 67 10 67 9 69 10 67 HONROE CITY (N =水水 1. 1 4/20 • • - * INDICATES MEDIAN RAN SCORES, PERCENTAGES AND/OR MEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUCENTS

Number = Number of Correct Items 2 Percentage = Percentage of Correct Items
Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

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SUMMARY REPORT

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TB ID	CITY CHACK	CALSCR	ATH SCIENCE	JUNE OF SC	ACCES TO	THER ORDER	GHEN ONDE	STATE SOR	REDECTION OF THE PARTY OF THE P	Tienop,	GEOGRA .	Carcono (as le	OLERANENT PORTALENT	THOO OLON	MEN ONDER	SHER ORDER	A SCORE	RECENTIFIE .	05/2	
school System	Et /	SC/K	ACK CHO		RACK	Off.		<i>i</i> 2	A LEGITE					1/18	Roa Co.			Mile	17	
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REGION 6 AVERAGE	(N = 13		8 67	9 75	7 58	7 58	8 67	12 57	27 69	39 65	52	8 67	9 75	8 67	8 67	7 58	18 67	22 67	40 67	
STATE AVERAGE	(H = 80)475)	8 67	9 75	7 58	7 58	8 67	12 57	28 72	39 65	52	8 67	9 75	8 67	8 67	7 58	18 67	22 67	40 67	
SCHOOL SYSTEM AVER	RAGES									70 45		8 67	8 67	8 67	7 58	7 58	16 59	21 64	38 63	
ANSON COUNTY CABARRUS CO	(N ÷	358)	8 67 9 7 5	9 75 9 75	8 67 8 67	7 58 7 58	8 67 9 75	12 57 13 62	26 67	39 65 42 70	52 64	9 75	9 75	8 67	9 75	8 67	19 70	23 70	43 72	_
KANNAPOLIS	(N =	299)	8 67	8 67	7 58	7 58	8 67	11 52	26 67	37 62	45	8 67	9 75	8 67	8 67	7 58 7 58	18 67 17 63	22 67	40 67 39 65	
CLEVELAND CO	(N =	633)	8 67	8 67	7 58	7 58	8 67	12 57	 	39 65 37 62	45	8 67	8 67	7 58	8 67	7 58	16 59	21 64	37 62	
(INGS HOUNTAI	(N =	275)	8 67	8 67	7 58 8 67	6 50	8 67	11 52	26 67		52	8 67	8 67	8 67	8 67	7 58	18 67	22 67	39 65	5
SASTON COUNTY	(N =	234)	8 67	8 67	7 58	7 58	8 67	12 57	<u> </u>	ļ	49	8 67	9 75	8 67	8 67	7 58	18 67	22 67	40 67	7
LINCOLN CO	(N =	2152)	9 75	9 75	8 67	7 58	8 67	13 62	28 72	41 68	60	8 67	9 75	8 67	8 67	8 67	18 67	23 70	41 68	
1ECKLENBURG	(N =	665) 5350)	8 67	9 75	7 58	7 58	8 67	12 57	27 69	38 63	49	8 67	9 75	8 67	8 67	7 58	18 67	22 67	40 67	
ROHAN COUNTY		1258)	9 75	9 75	8 67	7 58	8 67	·	28 72		56	8 67	9 75	8 67	8 67	8 67	18 67	22 67	41 68	_
STANLY COUNTY	(N =	511)	9 75	9 75	9 75	8 67 7 58	9 75 9 75	i	,	1	1.1	8 67	9 75	8 67	8 67	8 67	19 70	23 70	42 70	
ALBEMARLE	(N =	134)	8 67	9 75	8 67			1	i	į.		[ED E00 6	ROUPS O	FIFSS	THAN 10	STUDEN	NTS	.1	_

1 Number - Number of Correct Items

2 Percentage = Percentage of Correct Items

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NORTH CAROLINA SCIENCE TEST
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NORTH CAROLINA SOCIAL STUDIES TEST

SCIENCE AND SOCIAL STUDIES

SUMMARY REPORT



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				CIENCE				7	_					TUDIES	\$.\	<u></u>	. / .	130/14			199 Date
CTB ID	SIENS CHICK	PIN CAL	CRATIL CLERK	TURE OF	80 (5) (6) (8)	MER ORDE	THE PORDE	OTAL SON	S. R. S. S. S. S. S. S. S. S. S. S. S. S. S.	JISTORY	S (EON)	Chaoth C	ONOMICS.	OLEANNEN!	May Occar	ONER OROK	TOHER OND	OTAL SCOR	REPORTER THE	05/2	4/9
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UNION COUNTY	(N =	935)	9 75	9 75	8 67	7 58	9 75	12 57	29 74	41 68	60		8 67	9 75	8 67	8 67	8 67 7 58	18 67 16 59	22 67	41 68 36 60	31
MONROE CITY		1951	8 67	8 67	7 58	6 50	8 67	11 52	26 67	37 62	45		7 58	8 67	7 58	8 67	/ 50	10 37	20 01	30 00	+
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Number = Number of Correct Items 2 Percentage = Percentage of Correct Items
Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

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SUMMARY REPORT

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LB ID	LIFE SCHOOL	PALSICA II			Acces 18	OMER ORDE	TOTAL BOY	CARL SCO.		13 He no s	73 GE				ONER ORDE	ALCHER OND	CO. P. S. C. C.		Run 05/	D
chool System	1 St.	THE SECTION OF	ELCK CHA	ALUAK OF S	CHUCK	S AND	\$ 180 mg	S. Co.	e lace		/	2 1/2 0	7/2 18		SOCOLO NO	A TO	S CON	CERCENTER.	s).	
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EGION 6 AVERAGE	(N =	13467)	8 67	7 58	7 58	7 38	7 58	11 58	25 61	1	· • ·		1	8 67	7 58	7 58	15 65	23 62	38 63	3
ATE AVERAGE	(N =	77430)	8 67	7 58	7 58	7 58	7 58	11 56	25 61	36 60	52	8 6	7 8 67	8 67	7 58	7 58	15 65	23 62	38 63 ···,	
CHOOL SYSTEM AVER	AGES				-						, N							ì		
SON COUNTY BARRUS CO	(N =	337)	8 67 9 75	7 58 7 58	6 50 8 67	6 50 8 67	6 50 8 67	10 5 3	1	l	1 .			7 58 9 75	6 50 7 58	6 50 8 67	12 52	19 51 25 68	31 52 41 68	
	(N =	886)						1									<u> </u>			
NNAPOLIS EVELAND CO	(H =	284) 641)	8 67	6 59 7 58	6 50 6 50	7 58 7 58	6 50	10 53			١,			7 58 8 67	6 50	6 50 7 58	13 57 14 61	22 59	35 #8 36 60	
NGS HOUNTAI	-		8 67	7 58	7 58	7 58	7 58	11 58	26 63	37 68	57	8 6	7 8 67	8 67	8 67	8 67	16 70	25 68	41 68	3
BY CITY	(N =	285)	8 67	. 58	7 58	7 58	7 58	11 58	25 61	30 60	52	8 6	7 8 67	8 67	7 58	7 58	14 61	23 62	37 62	?
STON COUNTY	(N =	2197)	8 67	7 58	7 58	7 58	7 56	11 58	24 59	35 56	48	86	7 8 67	8 67	7 58	7 58	15 65	23 62	38 63	5
NCOLN CO	(N =	642)	8 67	7 58	7 58	7 58	7 58	11 58	25 61	36 60	52	8 6	7 8 67	8 67	7 58	7 58	15 65	23 62	37 62	!
CKLENBURG HAN COUNTY	(N =	5082)	8 67 8 67	7 58 7 58	7 58 7 58	8 67 8 67	7 58 7 58	12 63 12 63				1 1		8 67 9 75	7 58 7 58	7 58 8 67	15 65 15 65	23 62	38 63 39 65	
	(H =	1171)								<u> </u>				<u> </u>	l	<u> </u>		<u> </u>		
ANLY COUNTY BEMARLE	(N =	471)	8 67 8 67	7 58 7 58	8 67 7 58	8 67 8 67	8 67 7 58	13 68 12 63	26 63	39 65	1 :			8 67	7 5 8 7 58	8 67 7 58	15 65 15 65	24 65	40 67 38 63	
	(N =	143)	" '			1		1 1-]	1	1 .	1 1	1	1	1	•	1	1		

Number = Number of Correct Items

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² Percentage = Percentage of Correct Items

Percentiles Are Derived From Distributions Of Individuel Scores Risther Then Distributions Of Group Averages.

SUMMARY REPORT

REGION: 6 PAGE FORM : B SPRING SOCIAL STUDIES 1990 SCIENCE Run Date COMER ORDER ENRIN SCHNOR COMERONDER CTB ID 05/24/90 School System School 23 62 UNION COUNTY (N = 930) 21 57 34 57 36 60 14 61 25 41 7 58 7 58 7 58 11 58 HONROE CITY 8 67 (N =185)

Number = Number of Correct Items

2 Percentage = Percantage of Correct Items Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

W INDICATES HEDIAN RAW SCORES, PERCENTAGES AND/OR HEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS

100%



SUMMARY REPORT

REGION: 7							FORM :	B ~									۲,	GE	• •	5 PR IN
			SCIENCE				$\overline{}$	\	\			SOCIAL					10.7		Run	
TB ID	CIRK SCHROOT	A CAL SCHOOL	ATTA CHAC	OCES 18	WET ONDER	GHEN ORDER	STATE SORE	RESTRICT.	(E	HIS TO	(3 Cto Charles	CONORIGE P	LERINGER,	AON OCO SE	AKEN ONOR	SHEA ONOR	A SCOR	P. P. C. F. T.	05.	/24/
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REGION 7 AVERAGE	(N =	8204)	10 67	10 67	10 67	10 67	9 69	30 64	39 65	59		9 75	9 75	8 67	8 67,	10 83	24 73	19	43 7	2 5
STATE AVERAGE	(H =	82791)	10 67	10 67	9 60	10 67	9 69	29 62	38 63	1 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4		9 75	9 75	8 67.	8 67	10 83	24 73 \{\}_{\}	19 76	43 7	72 5
SCHOOL SYSTEM AVER	RAGES									12.2					,		,		7 41 6	8 1
ALEXANDER CO	(N =	382)	9 60	9 60	9 60 9 60	10 67	9 69 9 69	28 60 31 66	37 62 39 65	50		8 67 9 75	8 67 9 75	7 58 8 47	8 67 8 67	9 75	24 73			73
ASHE COUNTY	(N =	130)	10 67	10 67	10 67	11 73	10 77	33 70	42 70	71		9 75	10 83	9 75	9 75	10 83	26 79	22 8	1 48 6	50 .7
AVERY COUNTY	(N =	288)	10 67	10 67	10 67	10 67	9 69	31 66	40 67	63		8 67	9 75	8 67	8 67	10 83	23 70			
BURKE COUNTY	<u>(N = </u>	195)	10 67	10 67	10 67	10 67	9 69	31 66	40 67	63		9 75	9 75	8 67	8 67	10 83	25 70			- 1
CALDHELL CO	(N =	928)	9 60	10 67	9 60	10 6	9 69	29 62	38 63	54		8 67	9 75	8 67	8 67	10 83	24 7			
CATAMBA CO	(H =	878) 1012)	9 60	10 67	9 60	10 67	9 69	29 62	38 63			8 67	9 75 9 75	8 67 7 58	8 67		24 7			
HICKORY CITY	(N =	350)	9 60	9 60	9 60		9 69		37 62	1_1		9 75	9 75	8 67	8 67	10 83	25 7		0 44	73
NEWTON-CONOVE	(N =	222)	9 60	10 67	10 67	10 67	9 69					8 57	9 75	7 58	8 67		24 7	3 18 6	7 41	68
DAVIE COUNTY	(N =	314)	10 67	10 67	<u> </u>	↓		<u> </u>				8 67	9 75	8 67	8 67	10 83	24 7	3 19 7	70 43	72
IREDELL CO	(N =	836)	9 60	9 60	9 60							8 67	9 75	7 58	7 58	10 83	23 7	0 16 9	9 40	67
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* INDICATES MEDIAN RAW SCORES, PERCENTAGES AND/OR MEDIAN STATE

Number = Number of Correct Items 2 Percentage = Percentage of Correct Items

Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

REGION: 7

SCIENCE AND SOCIAL STUDIES

FORM : B

SUMMARY REPORT

SOCIAL STUDIES

PAGE

SPRING 1990

Run Date

05/24/90

	SCIENCE		
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STATESVILLE			8 53	8	53	8 53	8 53	8 62	24 51	33 55	33
SURRY COUNTY	(N =	214)	10 67	10	67	10 67	10 67	9 69	30 64	39 65	51
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ELKIN CITY			10 67	10	67	11 73	10 67	10 77	31 66	41 68	67
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HATAUGA CO	<u> </u>	124)	10 67	1 10	67	10 67	11 73	9 69	32 68	41 68	67
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YADKIN COUNTY			10 67	10	67	10 67	10 67	9 69	30 64	39 65	51
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	10	63	10 83	9 73	9 75	10 83	26 79	21 78	47 78	72
	9	75	10 83	9 75	9 75	10 83	26 79	20 74	46 77	69
	9	75	10 83	9 75	9 75	10 83	26 79	21 78	46 77	67
	9	75	9 75	8 67	8 67	10 83	25 76	19 70	44 73	62
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100%

* INDICATES MEDIAN RAW SCORES, PERCENTAGES AND/OR MEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS

Number = Number of Correct Items 2 Percentage = Percentage of Correct Items Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages

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1 Number = Number of Correct items

2 Percentage = Percentage of Correct Items

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NORTH CAROUNA SOCIAL STUDIES TEST

SCIENCE AND SOCIAL STUDIES

SUMMARY REPORT

TESTE ALLE GRADE

REGION: 7 PAGE FORM SPRING **SOCIAL STUDIES** SCIENCE 1990 TANTHO OCOS, SOCIOLOS 13 COLETANA THE CS HOLLER ONDER (3) Henny Hank NATURE OF SCHROOT PANISICAL SCHARE to at score Run Date (KE SCIENCE CONONICS PROCESS COMER ORDER (CO Herra) COMER ORDER (2) Hema) WAITH SCHOOL CTB ID 05/24/90 School System School 7 58 15 56 11 52 24 62 37 7 58 7 58 6 50 7 58 35 58 8 67 8 67 STATESVILLE 8 67 8 67 (N = 208) 9 75 8 67 7 58 40 57 7 58 12 57 28 72 40 67 56 8 67 8 67 SURRY COUNTY 9 75 7 58 8 67 8 67 (N =5541 44 73 43 72 68 9 75 8 67 20 74 24 73 ELKIN CITY 9 75 9 75 8 67 8 67 9 75 13 62 30 77 9 75 9 75 8 67 (N = 61) 25 76 45 75 9 75 20 74 HOUNT AIRY 9 75 9 75 8 67 9 75 13 62 30 77 43 72 68 9 75 10 83 9 75 8 67 $\{N =$ 9 75 8 67 20 74 24 73 44 73 9 75 13 62 30 77 42 70 9 75 9 75 8 67 NATAUGA CD 9 75 9 75 8 67 7 58 (N = 326) 13 62 29 74 8 67 9 75 8 67 9 75 8 67 23 70 42 70 *HILKES COUNTY* 9 75 9 75 8 67 7 58 9 75 42 70 (N =793) 39 65 48 56 7 58 18 67 22 67 9 75 7 58 7 58 8 67 12 57 28 72 40 67 8 67 9 75 8 67 8 67 YADKIN COUNTY 9 75 (N =352)

* INDICATES MEDIAN RAN SCORES, PERCENTAGES AND/OR MEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS

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Number = Number of Correct Items 2 Percentage × Percentage of Correct Items
Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

SUMMARY REPORT

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CTB ID	LIER SCHA	ALL SIGNAS OF SCA	RAIL SCIENCE	ATURE OF SE	ACCESS TO	MER ORDER	GARA ORDE	STATE SOR	SERCESTILLE	TISTORY	GEOGRA!	TS CONOMICS	OLEHARIA	No October	MEN ONDER	CHER ORDE	AND SORK	ege.	05/2	4/9
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REGION 7 AVTRAGE	(N =	7862)	8 67	7 58	7 58	8 67	7 58	12 63	25 61	37 62	.57 	8 67	8 67	9 75	7 58	8 67	15 65	24 65	39 65	55
STATE AVERAGE	(N =	77430)	8 67	7 58	7 58	7 58	7 58	31 58	25 61	36 60	52	8 67	8 67	8 67	7 58	7 58	15 65	23 62	38 63	51
SCHOOL SYSTEM AVER	RAGES															0.79	16 70	26 70	43 72	4
ALEXANDER CO	(N =	340)	8 67 9 75	7 58 7 58	7 58 7 58	8 67 7 58	7 58 8 67	12 63 12 63	25 61 26 63	37 62 38 63	61	8 67	9 75	9 75 9 75	8 67 7 58	8 67	16 79	24 65	40 67	5
ASHE COUNTY	(N =	265)	35	8 67	8 67	8 67	8 67	13 68	27 66	40 67	68	8 67 7 58	9 75	9 75 8 67	8 67 6 50	8 67 7 58	16 70	26 70 22 59	42 70 36 60	1.
AVERY COUNTY BURKE COUNTY	(N =	193)	8 67	7 58	7 58	7 58 7 58	7 58 7 58	11 58		36 60 36 60	52	8 67	8 67	8 67	7 58	8 67	15 65	24 65	39 65	5
CALDHELL CO	(N =	867)	8 67	7 58	7 58	7 58	7 58	11 58	İ	36 60	52	7 58	8 67	8 67	7 58	7 58	14 61	23 62	38 63	Ŀ
CATANBA CO	(N =	955)	8 67	7 58	7 58	7 58	7 58	11 58	1	l	1.	8 67 8 67	8 67	8 67 9 75	7 58 7 58	7 58 8 67	15 65 15 65	24 65 25 68	39 65 46 67	7
HICKORY CITY NEWTON-CONOVE	(N =	313)	8 67	7 58	7 58 6 50	8 67 7 58	7 58 7 58	12 63		<u> </u>	<u> L.J.</u>	7 58	7 58	8 67	6 50	7 58	14 61	22 59	36 60	4
DAVIE COUNTY	(N =	217) 3%)	9 75	7 58	7 58	8 67	7 58	12 63	26 63			8 67		9 75	7 58	A 67	15 65	24 65	40 67 39 65	\perp
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Number = Number of Correct Items

² Percentage = Percentage of Correct Items Itiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

SUMMARY REPORT

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AUGA CO	(N =	140)	9 75	8 67	8 67	8 67	8 67	13 68	27 66				8 67	9 75	9 75	7 58	8 67	16 70	25 68	41 68	
KES COUNTY	(N =	329)	8 67	7 58	7 58	8 67	7 58	12 63	25 61	37 62	57		8 67	8 67	9 75	7 58	7 58	15 65	23 62	38 63	Š
KIN COUNTY	(H =	756)	9 75	7 58	7 58	7 50	7 56	12 63	26 63	37 62	57		£ 67	8 67	9 75	7 56	8 67	15 65	24 65	39 65	ŗ
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2 Percentage = Percentage of Correct Items Number = Number of Correct Items Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Avereges.



SUMMARY REPORT

REGION: 8							FORM :	: B <-									P/	AGE	1	Sí	PRING
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CTB ID	LIKE SCHOOL	HARICAL SCI	ANTA CORNE	Acres 18	MEH ORDE	Nes ORDES	S. V. S. CORK	<u> </u>	(TIS HONS	Cafe Canada Care	NOMICS OF	P. C.S. II.	A COST ST	AKR OROK	CHEN ONDE	SI PITOLOGIA			05/	24/9(
chool System	1	e State	CACE CAC	d	Off	o Or	A TA	CERTIFE		`			/,	1	add of a						
ichool	·	\	 `	ACRIMAN PLANTS	A CAMBA STATE		\	A BANGE TO SERVE	A GO CO		R. T.	Constitution of the same of th	AND SURVEY		Antig Fag.	A CARLON A SANTA	A CANIGATION	S. A. A. A. A. A. A. A. A. A. A. A. A. A.	SAN TO	A RESCRIPTION	230
REGION 8 AVERAGE	(H =	6545)	10 67	10 67	10 67	10 67	9 69	31 66	40 67	63		9 75	9 75	8 67	8 67	10 63	25 76	20	74	45 75	65
STATE AVERAGE	(H =	82791)	10 67	10 67	9 60	10 67	9 69	29 62	38 63	54		9 75	9 75	8 67	8 67	10 83	24 73	19	70	43 72	50
SCHOOL SYSTEM AVER	RAGES							, ,					,		9 75	10 83	26 79	21	78	46 77	7 69
BUNCOMPE CO	(N =	1639)	10 67	10 67	10 67	11 73	9 69	32 68 30 64	41 68 39 65			9 75 9 75	10 83 9 75	9 75 9 75	8 67	10 83	25 76		1	44 73	
ASHEVILLE	(N =	406)	10 67	10 67	10 67	10 67	10 77	32 68	41 68	1		9 75	10 63	8 67	9 75	10 83	26 79	21	78	46 77	7 61
CHEROKEE CO	(H =	262)	9 60	9 60	9 60	9 60	9 69	28 60	37 62	1.		8 67	9 75	7 58	7 58	10 83	24 7	5 17	63	42 70	0 5
GRAHAH COUNTY	(H =	102)	10 67	9 60	9 60	10 67	9 69	28 60	36 ∪0	46		9 75	9 75	7 58	7 58	10 83	23 70		1	41 66	1
HAYHOOD CO	(N =	510)	10 67	10 67	10 67	10 67	10 77	32 68	41 68	67		9 75	10 83	9 75	8 67	10 83			74	45 7	
HENDERSON CO	(H =	660)	16 67				10 77	32 68	41 66			9 75 9 75	10 83	8 67 9 75	8 67 9 75	10 83			78	48 8	_ [
HENDERSONVILL	(N =	115)	10 67				9 69	32 68		Т,		9 75	9 75	8 67	8 67	10 83		6 19	70	44 7	3 6
JACKSON CO	(N =	267)	10 67		10 67		9 69	31 66				9 75	10 83	8 67	9 75	10 83		6 21	78	46 7	7 6
MACON COUNTY	(N =	259)	<u> </u>		<u> </u>		9 69					9 75	9 75	8 67	9 75	10 83	25 7	6 20	74	45 7	5 6
HADISON CO	(N =	188)	9 60			1	9 69	1				8 67	9 75	8 67	8 67	10 83	24 7	3 18	67	42 7	0 5
MCDOWELL CO	(N =	465)	1		7 00		1	1	1	i	CULATED AND R	FPOOTER	FOR GE	OUPS OF	LESS	THAN 10	STUDE	NTS		L	

^{*} INDICATES HEDIAN RAH SCORES, PERCENTAGES AND/OR HEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR

¹ Number = Number of Correct Items

² Percentage = Percentage of Correct Items

³ Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

SUMMARY REPORT

REGION: 8 PAGE FORM : B SPRING **SOCIAL STUDIES** 1990 SCIENCE WANTING BOLOGY SOCIOLOGY C3.7 HeATS OROES HICHEN ONDER Run Date ENAM SCHACE PINSICAL SCIENCE SKOGRADILL. HOHER ORDER COMEN ONDER (13 Herrs) CTB ID 05/24/90 School System School 26 79 21 78 10 83 10 83 9 75 43 72 11 73 MITCHELL CO (N = 180 25 76 20 74 45 75 10 83 31 66 39 65 9 75 9 75 10 67 10 67 11 73 POLK COUNTY (H =43 72 10 83 24 73 19 78 9 75 9 75 38 63 10 67 10 67 10 67 9 69 29 62 RUTHERFORD CO 7451 (N =44 73 25 76 21 78 10 83 10 83 8 67 10 77 43 72 10 67 11 73 33 70 11 73 11 73 SMAIN COUNTY 1081 (N =26 79 20 74 47 78 10 83 9 75 10 83 9 75 33 70 42 70 71 11 73 10 77 10 67 11 73 11 73 TRANSYLVANIA (N =2391 25 76 21 78 46 77 10 83 10 83 40 67 9 75 10 67 9 69 31 66 63 10 67 10 67 10 67 YANCEY COUNTY (N =181

INDICATES HEDIAN RAW SCORES, PERCENTAGES AND/OR HEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS



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2 Percentage = Percentage of Correct Items Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages 100%

SUMMARY REPORT

GRADE 0 35454

PAGE REGION: 8 FORM : E SPRING 1990 SOCIAL STUDIES SCIENCE *WITHOGOLOGY SOCIOLOGY HICHER ORDER TOTAL SCORE COLERAMENT Run Date (So Horney Order STATE OF THE PARTIES GEOGRAPHA CONFIT ORDER (SO Hene) ECONOMICS (12 lens) (33 Hens) NISTORY (13 Herry) TOTAL SCORE (13 liens) (13 Hens) (12 Henry) CHISCAL SCHACE ENTH SCHNOR PROCESS ONER ORDER NATURE OF UKE SCHNCK (12 Hens) (60 lens) (13 Henry) (2) Hens, 05/24/90 CTB ID SCIENCE School System Solcentes : * RECEPTION OF 1 School Tenlage. 23 70 42 70 58 19 70 9 75 8 67 9 75 9 75 8 67 29 74 41 68 9 75 12 57 9 75 8 67 7 58 9 75 REGION & AVERAGE (N = 6652) 40 67 51 18 67 22 67 8 67 8 67 7 58 9 75 52 8 67 39 65 12 57 28 72 7 58 7 58 9 75 8 67 STATE AVERAGE (N = 80475)SCHOOL SYSTEM AVERAGES 43 72 3 67 19 70 24 73 9 75 9 75 9 75 42 70 64 9 75 13 62 29 74 9 75 8 67 7 58 9 75 9 75 BUNCOMBE CO 1632) 48 (N = 22 67 39 65 7 58 17 63 8 67 8 67 45 8 67 8 67 27 69 37 62 11 52 6 50 7 58 8 67 8 67 **ASHEVILLE** 44 73 64 (N =364 25 76 8 67 19 77 9 75 9 75 9 75 56 9 75 29 74 40 67 12 57 8 67 7 58 9 75 9 75 CHEROKEE CO (N =271 24 73 43 72 61 8 67 19 70 8 67 9 75 76 9 75 10 83 45 75 14 67 30 77 10 83 8 67 9 75 ü 67 10 83 CLAY COUNTY 54 92 23 70 41 68 (N =18 67 8 67 8 67 9 75 8 67 8 67 37 62 45 11 52 26 67 6 50 8 67 8 67 7 58 GRAHAM COUNTY 8 67 (N =114) 24 73 43 72 61 19 70 8 67 9 75 8 67 9 75 9 75 43 72 68 9 75 7 58 9 75 12 57 30 77 9 75 9 75 HAYHOOD CO 64 44 73 (N =549 20 74 24 73 8 67 9 75 10 83 8 67 43 72 68 9 75 30 77 9 75 13 62 7 58 9 75 9 75 8 67 HENDERSON CO 635 54 (N =23 70 41 68 9 75 7 58 19 70 8 67 9 75 9 75 43 72 13 62 30 77 68 9 75 8 67 8 67 9 75 9 75 HENDERSONVILL 24 73 43 72 61 (N = 115) 19 70 9 75 8 67 9 75 10 83 8 67 12 57 30 77 42 70 7 58 9 75 9 75 9 75 8 67 JACKSON CO 43 72 61 (N = 2901 19 70 24 73 8 67 9 75 9 75 10 83 8 67 30 77 43 72 9 75 13 62 8 67 7 58 9 75 9 75 MACON COUNTY 270 38 63 45 (N =17 63 20 61 7 58 8 67 7 58 8 67 37 62 45 11 52 26 67 6 50 8 67 7 58 8 67 8 67 MADISON CO 1921 54 (N = 41 68 18 67 23 70 9 75 8 67 9 75 8 67 56 40 67 11 52 28 72 7 58 9 75 9 75 9 75 7 58 MCDOWELL CO - * INDICATES MEDIAN RAW SCORES, PERCENTAGES AND/OR MEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR (N =4641 LESS THAN 10 STUDENTS GROUPS OF

1 Number = Number of Correct Items

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Parcentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages

+ = 100%

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NORTH CAROLINA SOCIAL STUDIES TEST

SCIENCE AND SOCIAL STUDIES

SUMMARY REPORT

GRADE 6 35 554

REGION: 8 PAGE EORH : SPRING **SOCIAL STUDIES** SCIENCE 1990 WATEROOCIOS SOCOOS Norther Or SCHACE HICHER ORDER PANSICAL SCIENCE HOHER ORDER TOTAL SCORE Run Date LIFE SCHROCK COMER ORDER PROCESS COMER ORDER (39 Hems) CTB ID 05/24/90 School System School 24 73 43 72 9 75 43 72 30 77 MITCHELL CO 9 75 9 75 8 67 (N =188) 42 70 9 75 9 75 9 75 8 67 20 74 24 73 44 73 9 75 9 75 9 75 12 57 30 77 64 8 67 8 67 8 67 POLK COUNTY 8 67 11 52 27 69 38 63 49 8 67 8 67 7 58 8 67 7 58 17 63 21 44 38 63 8 67 8 67 7 58 6 50 RUTHERFORD CO (N =744) 10 83 21 78 31 79 45 75 76 9 75 10 83 9 75 SHAIN COUNTY 9 75 9 75 9 75 8 67 9 75 13 62 1201 (N = 64 19 70 23 70 43 72 61 13 62 30 77 42 70 9 75 9 75 8 67 9 75 8 67 9 75 9 75 8 67 7 58 TRANSYLVANIA (N =302) 13 62 29 74 42 70 8 67 8 67 8 67 8 67 7 58 18 67 23 70 40 67 51 9 75 9 75 8 67 7 58 YANCEY COUNTY (N = 176) * INDICATES MEDIAN RAW SCORES, PERCENTAGES AND/OR MEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS

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Percent'les Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages

+ + = 100%

PAGE REGION: 8 FORM : 8 SPRING 1990 SOCIAL STUDIES SCIENCE WANTING OLOGY SOCIOLOGY MCHEN ONDER COLERANGE TOTAL SCORE Run Date GEOGRAPHA LOWER ORDER ECONOMICS (37 Hema) (60 lens) No TURK OF SCHACE NSTORY (13 lens) HCHEN ONDER O AL SCORE (12 herne) (12 Herrs) PHILSCAL SCIENCE EMILISCHACE LOWER ORDER (13 Henry) (12 hone) (a) Hema) (60 Herre) LIK SCHNCK (Is here) (Is hems) TOCKS 05/24/90 CTB ID School System School 40 67 24 65 15 65 7 58 9 75 9 75 38 63 8 67 12 63 26 63 7 58 7 58 8 67 REGION & AVERAGE 8 67 (N =6577) 51 38 63 15 45 23 62 7 58 7 58 8 67 8 67 7 58 11 58 25 61 36 60 52 7 58 7 58 7 58 8 67 STATE AVERAGE (N = 77430)SCHOOL SYSTEM AVERAGES 25 68 41 68 8 67 16 70 7 58 9 75 9 75 39 65 64 26 63 8 67 12 63 8 67 8 67 7 58 8 67 BUNCOMBE CO 1581) (N =41 68 62 7 58 8 67 16 70 25 68 9 75 9 75 8 67 27 66 39 65 8 67 8 67 13 68 8 67 8 67 8 67 **ASHEVILLE** 312) 59 (N =40 67 24 65 8 67 16 70 9 75 9 75 38 63 61 26 63 7 58 7 58 8 67 8 67 12 63 8 67 CHEROKEE CO 299) (N =28 76 45 75 76 17 74 8 67 9 75 10 83 10 83 9 75 43 72 28 68 8 67 9 75 8 67 15 79 10 83 8 67 CLAY COUNTY (N =82) 48 7 58 15 65 23 62 37 62 6 50 8 67 8 67 8 67 6 50 11 58 24 59 35 58 7 58 7 58 7 58 SRAHAM COUNTY 8 67 98) (N =40 67 59 16 70 24 65 9 75 7 58 8 67 8 67 9 75 36 60 7 58 11 58 25 61 7 58 7 58 7 58 8 67 HAYWOOD CO (N =553) 24 65 40 67 16 70 8 67 9 75 7 58 39 65 8 67 12 63 27 66 9 75 7 58 7 58 8 67 HENDERSON CO 658) (H =43 72 69 8 67 16 70 27 73 9 75 8 67 9 75 9 75 27 66 40 67 68 8 67 12 63 8 67 7 58 7 58 8 67 HENDERSONVILL 127) 62 (N = 25 68 41 68 16 70 9 75 7 58 8 67 8 67 39 65 12 63 27 66 7 58 8 67 7 58 9 75 JACKSON CO (N =282) 16 70 41 68 62 8 67 25 68 9 75 7 58 26 63 38 63 8 67 9 75 61 12 63 7 58 8 67 8 67 9 75 7 58 MACON COUNTY (N =220) 36 60 6 50 14 61 22 59 8 67 7 58 11 58 24 39 35 58 7 38 6 30° 7 58 HADISON CO 8 67 202) 38 63 51 (N =23 32 6 50 7 58 15 65 8 67 8 67 8 67 37 62 57 8 67 7 58 12 63 25 61 7 58 7 58 8 67 MCOOWELL CO * INDICATES HEDIAN RAN SCORES, PERCENTAGES AND/OR HEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS 452)

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¹ Number = Number of Correct Items

² Percentage = Percentage of Correct Items

Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.



SUMMARY REPORT

GRADE

REGION: 8 PAGE FORM : B SPRING **SOCIAL STUDIES** 1990 SCIENCE WATEROROLOGY SOCIOLOGY TA REGILARDIA MCHES ONDER Run Date COLETANAENT HIS TOTAL NATURE OF SCHOOL COMER ORDER HOHEN ONDER TOTAL SCORE (3) Heme) ECONOMICS COMEH ORDER (60 lens) (18 Hens) EXPLIN SCHENCE CTB ID 05/24/90 **School System** School 7 58 16 70 26 70 42 70 27 66 39 65 8 67 12 63 7 58 7 58 8 67 MITCHELL CO 179) (N =39 65 55 15 65 23 62 7 58 7 %8 26 63 36 63 61 12 63 7 58 7 58 7 58 7 58 POLK COUNTY 8 67 138) (N =14 61 23 62 37 62 6 50 7 53 7 58 8 67 11 58 25 61 36 60 7 8 67 7 58 7 58 7 58 RUTHERFORD CO (N = 773) 6 50 16 70 24 65 40 47 9 75 9 73 12 63 26 43 38 63 8 67 7 58 7 58 8 67 SHAIN COUNTY 109) (N = 40 67 16 70 24 65 61 8 67 9 75 9 75 7 58 26 63 38 63 7 58 12 63 7 58 7 58 TRANSYLVANIA 8 67 313) (H =39 65 9 75 7 58 15 65 24 65 7 58 9 75 25 61 37 62 57 7 58 8 67 12 63 8 67 7 58 YANCEY COUNTY (N =199) 4 ٠, Ţ * INDICATES HEDIAN RAW SCORES, PERCENTAGES AND/OR HEDIAN STATE PERCENTILES ARE NOT CALCULATED AND REPORTED FOR GROUPS OF LESS THAN 10 STUDENTS

ERIC Full Text Provided by ERIC

Number = Number of Correct Items 2 Percentage = Percentage of Correct Items
Percentiles Are Derived From Distributions Of Individual Scores Rather Than Distributions Of Group Averages.

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APPENDIX D Selecting a Measure of Central Tendency



APPENDIX D

SELECTING A MEASURE OF CENTRAL TENDENCY

Comparison of the Mean and Median

A major consideration in selecting a measure of central tendency (e.g., selecting one score to represent a group of scores) is the use to which it will be put. If it is intended to be descriptive, then the measure of central tendency must descriptive of the data should be reported. In other words, the measure of central tendency for a distribution of test scores should be typical of the group of test scores that it represents.

The mean (see Appendix E: Definition of Measurement Terms) has a number of distinct advantages. First, because it is algebraically defined, it lends itself to a variety of mathematical operations. Most statistical procedures call for these mathematical operations, and the use of the mean is mandatory. The mean has another quality of no small importance when drawing inferences from samples to populations -- the quality of stability. Therefore, the mean of a sample is more likely to be a good estimate of the corresponding population parameter than the other measures of central tendency. Since summary scores for the NCATP are based on student populations rather than samples of students, this characteristic is not quite as important for NCATP data. However, for plotting summary scores over time (growth analysis), the mean is the preferred statistic in most cases.

The mean does have one major disadvantage -- it may be greatly influenced by the presence of extreme scores and cease to be typical of the score distribution. In general, it is pulled in the direction of the extreme scores. This is especially true with small samples or populations, and in such cases the median may be preferred.

The median (see Appendix E) is also a very useful measure of central tendency. The median's relative freedom from distortion in an asymmetrical distribution (see Illustrations 1 and 2) makes it a particularly desirable "average" for descriptive purposes. For these reasons statisticians usually report medians rather than means for income data. Thus, the median is often used to convey the idea of a "typical" observation. It is printarily affected by the number rather than the size of observations.

Illustration 1 displays the relationship between the mean and the median in a symmetrical distribution. Illustration 2 presents the relationship between the mean and the median in asymmetrical distributions. Frequency Distribution A is skewed to the left (negatively skewed) while Frequency Distribution B is skewed to the right (positively skewed). Collectively, these car as suggest externative definitions of the mean and the median -- the mean is the center of gravity of the scores and the median is that point on the score scale (distribution) such that a line perpendicular to the point will divide the area under the curve into two equal parts (mid-point).

From the previous discussion several differences between the mean and median are immediately apparent. First, the mean uses more information than the median in the sense that all the score values are used in computing the mean, whereas the median only uses the relative position of the scores. Review the scores 72, 81, 86, 69, and 57 and note the change if the highest score had been 126 instead of 86. The median would have been unaffected, but the mean would have been increased substantially. Likewise, had the lowest score been zero, the mean would have been lowered, but the median would again be unchanged. These changes reveal a very important difference between the two measures: the mean is affected by changes in extreme values whereas the median will be unaffected unless the value of the middle case is also changed. In the example, as long as 72 remains the third case when data have been reranked, the median will be unchanged.



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This important difference between the two measures enables one to decide, in most instances, which will be the more appropriate. Ordinarily, statisticians recommend a measure of central tendency that makes use of all information available. However, because of the very fact that the mean uses all the data, it may give very misleading results under certain circumstances. In making use of a measure of central tendency, the best technical advise is to obtain a simple description of what is typical of the scores. Suppose, to take an extreme case, that the highest score in the series of five numbers presented above had been 962. The median would remain at 72, but the mean would become 1,241/5 or 248.2. Is this value in any sense typical of the scores? Certainly not. It is nowhere near the scores of any of the five cases. It is true, of course, that in such an extreme example no single measure could be used to adequately describe the typical case, but since four out of the five scores are around 72, the use of the median would obviously be more descriptive. Whenever a distribution is highly skewed, i.e., whenever there are considerably more extreme cases in one direction than the other, the median will generally be more appropriate than the mean.

In reporting central values of skewed distributions, it is sometimes desirable to state both the mean and the median, since each provides information, and from the difference between the two an immediate inference can be made as to what direction the distribution is skewed and about how strongly. When a distribution is symmetrical, the two values will coincide, so only one of them, preferably the mean, need be reported. Such was the case with the 1977 edition of the CAT, when the publisher, CTB/McGraw-Hill, used a scaling technique to force the national distributions to be both normal and symmetrical -- i.e., the mean and median scale scores were forced to be the same. Since the publisher used a different procedure to produce the national scale score distributions for the 1985 edition of the CAT, the 1985 national scale score distributions were allowed to be asymmetrical. Thus, the mean and median scale scores for the national distribution, as well as for most other distributions (e.g., state, region, LEA, and school) will be different. To observe how this might affect LEA summary data, consider the LEA CAT Total Battery scale score distributions presented in Illustrations 3, 4, and 5.

Illustration 3 represents a sample grade 6 LEA scale score frequency distribution with 557 students (observation.) which produce a mean scale score of 729 and a median scale score of 730. In this distribution note that (1) the distribution is more peaked (kurtosis = 0.863) than a normal distribution -- that is more scores are bunched around the mean -- and (2) the distribution is slightly negatively skewed (skewness = -0.436) -- the distribution contains a few low scoring students. However, generally speaking this distribution approximates a symmetrical distribution. Therefore, the mean and median values should be similar -- which is the case. In this situation, either the mean or the median may be used as an appropriate measure of central tendency to summarize this distribution of scores as a single number. From the CTB/McGraw-Hill Quarter Month 28 Norms Tables, a mean of 729 corresponds to a Grade Mean Equivalent of 6.7, while a median scale score of 730 equals a Median National Percentile of 47. Thus, regardless of which derived score is selected (GME or Median National Percentile) the conclusion is the same -- the average or typical student in the national norm group.

Illustration 4 also represents a sample grade 6 LEA scale score frequency distribution with 109 observations which produce a mean scale score of 729, and a median scale score of 739. Inspection of this distribution reveals that (1) the distribution is flatter than the first (kurtosis = 0.159) and (2) the distribution is more negatively skewed (contains a greater proportion of higher scores) than the first (skewness = -0.682). In negatively skewed distributions the mean and median scale score values will tend to be different, with the median being the larger of the two since the mean is influenced by (pulled toward) the extreme lower scores. This case illustrates how each measure of central tendency summarizes a score distribution into a different number based on its own specific definition. Thus, while one can report both measures of central



tendency, usually a choice is made as to which most accurately describes the distribution. The mean scale score equals a GME of 6.7 and the median scale score equals a percentile rank of 56. Therefore, the school system could make two slightly different statements about their overall student performance and both are statistically correct:

"The average student in LEA X scored the same as the average student in the national norm group."

"The typical student in LEA X scored better than 56 percent of the students in the national norm group."

In the absence of other information, the more appropriate choice would be the second statement because it is based on using the median -- a measure of central tendency unaffected by extreme scores.

Illustration 5 shows a sample grade 3 LEA scale score frequency distribution with 78 observations which produced a mean of 664 and a median of 668. Inspection of this distribution reveals that the distribution approximates a rectangular or flat distribution. In such a distribution, any given score is attained by equal numbers of students. Further observation reveals that this distribution is slightly positively skewed (skewness= 0.0126) and is obviously flat (kurtosis=-0.120). In this distribution, the most frequently observed score is 681 (mode= 681, n= 3), which is a value quite different from either the mean (664 equals a GME of 3.4) or median (668 equals a percentile rank of 38). While either the mean or the median can be used to summarize this group of scores as a single number and used to compare student performance to the national norm, can either the mean or median be said to represent "typical" student performance in this case? This example illustrates the difficulty of attempting to summarize a score distribution for a small group of students. In such a case, presenting a graphic representation of the distribution along with the values for the mean and/or median would be enlightening.

Illustration 6 shows a sample grade 2 LEA scale score frequency distribution with 101 observations which produced a mean of 635 and a median of 646. Inspection of this distribution reveals that, proportionally, the largest group of students are grouped at the scale score value of 605 (mode = 605), a value quite different from the mean or median, which is atypical of most distributions. In addition, the distribution is negatively skewed (skewness = -0.885) and somewhat more peaked than a normal distribution (kurtosis = 0.361). In this very rare case, neither the mean nor the median adequately summarizes the distribution into a single number. Thus regardless of which measure of central tendency is selected, important information about the distribution is omitted. Specifically, if the mean is selected (635 equals a GME of 2.7) the fact that proportionally a large number of students scored above the national average is obscured. Similarly, if the median is selected (646 equals a percentile rank of 57) the fact that proportionally another large group of students scored below either the mean or the median is equally ignored. In this situation the best description of the distribution is the distribution itself -- either in graph form, as presented above, or as a comparison of LEA to national percentage of students falling into each of nine standard categories as reported in the "Stanine Frequency Distribution for the California Achievement Tests", which is provided as one of two styles of frequency distributions which are included in the NCATP summary reports. The two styles of frequency distributions are produced for each level of group performance reported (school, LEA, Region, and State).





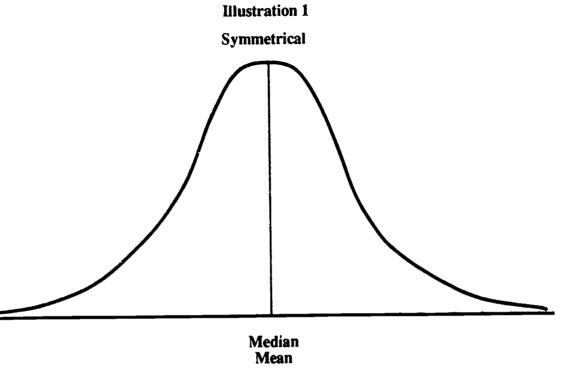


Illustration 2

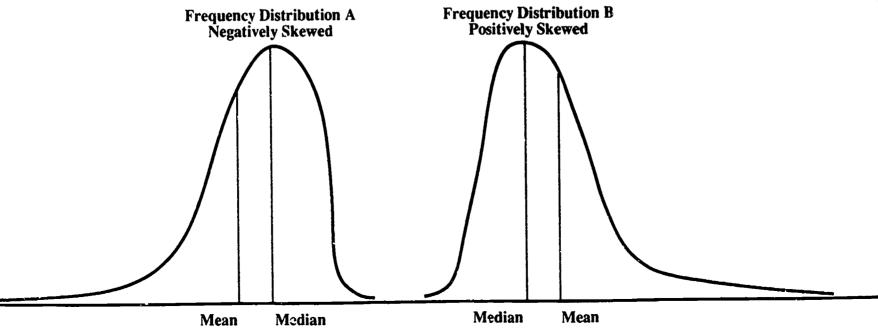
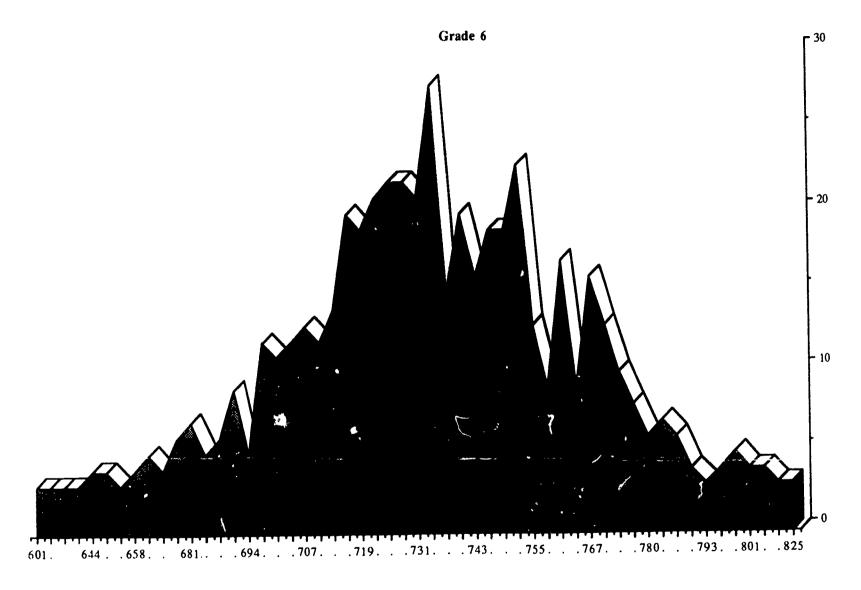


Illustration 3
Sample LEA CAT Total Battery Scale Score Frequency Distribution



Scale Score

Mean = 729

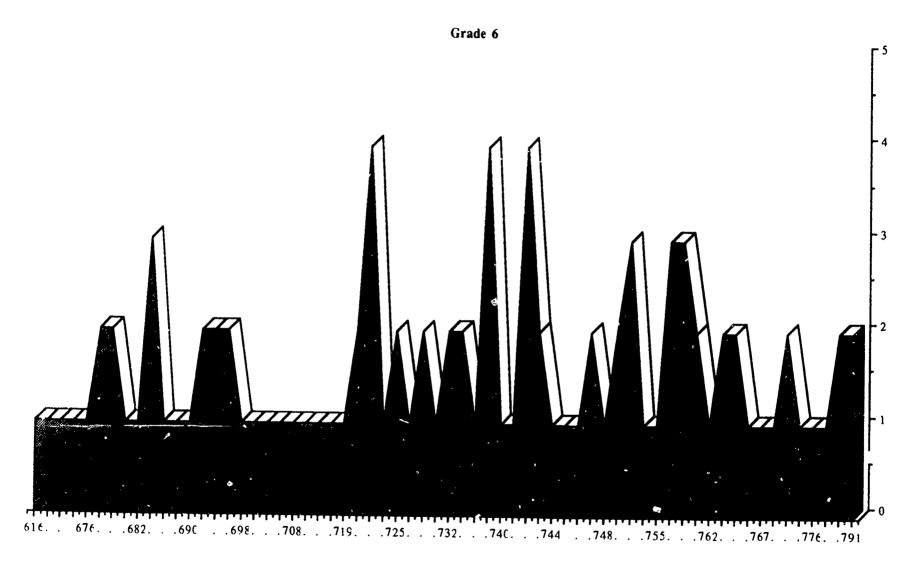
Median = 730

N = 557



Illustration 4

Sample LEA CAT Total Battery Scale Score Frequency Distribution



251

Mean = 728

Median = 739

Scale Score

N = 109

Illustration 5
Sample LEA CAT Total Battery Scale Score Frequency Distribution

Grade 3 - 3 550. . .597. . .616. . .628. . .635. . .651. . .659. . .665. . .671. . .677. . .682. . .690. . .698. . .717. . .738. . . .768

scale Score

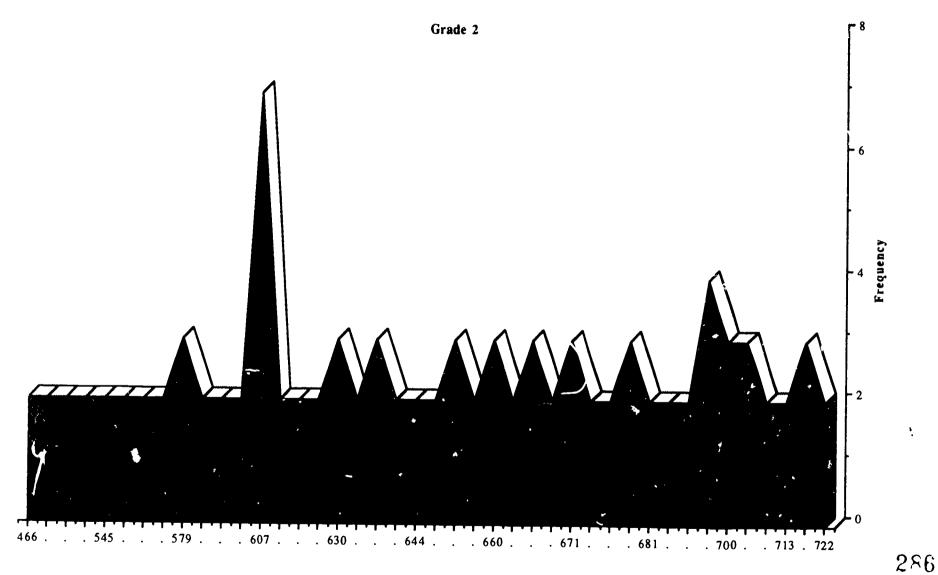
Mean = 664

Median = 668

N = 78



Illustration 6
Sample LEA CAT Total Battery Scale Score Frequency Distribution



295

Scale Score

Mean = 635

Median = 646

N=101



APPENDIX E Definition of Measurement Terms



APPENDIX E

Definition of Measurement Terms

Mean The mean, or average, is a score obtained by adding together a group of scores and dividing by the total number of scores.

Median The median is a score determined by ordering the scores for a group from highest to lowest and then locating the middle score. Fifty percent of the scores are below this score, and fifty percent are above it.

Mode The score value of a score distribution which occurs most frequently.

Scale Scores Scale scores are units of a single, equal-interval scale that is applied across all levels of the California Achievement Tests regardless of grade or time of year of testing. These scores are expressed in numbers that range from 0 through 999. The continuity of the scale is based on the design of the norming sample, which requires that special test forms containing items from adjacent test levels be administered to randomly selected samples in grades where the levels overlap. This procedure provides a basis for linking the tests from level to level. When the CAT is administered, a given student is expected to obtain the same scale score regardless of the form, level, or scoring method used. However, the standard error of measurement associated with that student's score will vary systematically from level to level.

The equal-interval property of scale scores makes these scores especially appropriate for various statistical purposes. For example, scale scores can be added, subtracted, and averaged across test levels. Such computations permit direct comparisons among classes, schools, or districts. The year-to-year growth of individual students or groups in subject areas can also be tracked using scale scores. By plotting the mean scale scores for each grade within a school or district for one testing or successive testings and the mean scale scores for the norm group, relative growth rates can be demonstrated.

The primary use of the CAT scale scores is to provide a basis for deriving the various other scores that can be used to describe test performance. That is, by using scale score conversion tables, it is possible to convert student scale scores to grade equivalents, percentile ranks, and normal curve equivalents.

Because the test content areas are "scaled" separately, the scale scores for one subject area cannot be compared with the scale scores for another area. For example, a scale score of 468 in Language would not have the same meaning as the same scale score in Mathematics. Just looking at the scale scores for a student does not give any information about this student's performance on a particular test area relative to other areas. However, useful information can be obtained by comparing the student's performance in scale score units to the average performance of the group.

Percentile Ranks Percentile ranks, which range from 1 to 99, are commonly used for reporting test results to students and parents. A percentile rank can be interpreted as the percentage of students in a norm group whose scores fall below a given student's scale score. For example, if a student's scale score converts to a national percentile rank (NP) of 71, this may be interpreted to mean that the student scored higher than approximately 71 percent of the students in the norm group. Local percentiles (LP) may also be computed from the distribution of scores in the local student population. The local percentile is a comparison of students in the same grade within the individual school or district. Keep in mind that when a local percentile is reported, half of the students will score below the local 50th percentile, since the students within the local group are only being compared to each other.



In discussing test results with students and parents, it should be emphasized that a percentile rank refers to the percentage of *students* in the norm group who fall below a particular point, not the percentage of items answered correctly. Also note that a scale of percentile ranks is not composed of equal measuring units. A given difference between percentile ranks is larger (in terms of scale score units) near the ends of the distribution than it is near the middle. For example, the difference in scale score, between percentile ranks of 5 and 10 or between 90 and 95 is much greater than the difference between percentile ranks of 50 and 55. Because the intervals are unequal, percentile ranks are not suitable for computing averages.

Normal Curve Equivalents The normal curve equivalent (NCE) scale, ranging from 1 through 99, coincides with the national percentile scale at 1, 50, and 99. NCEs have many of the same characteristics as percentile ranks but have the additional advantage of being based on an equal-interval scale. That is, the difference between two successive scores on the scale has the same meaning throughout the scale. This property allows meaningful comparisons between different achievement test batteries and between different tests within the same battery. NCEs obtained by different groups of students on the same test or test battery can be compared by averaging the scores for the groups.

Grade Equivalents Whereas percentile ranks, normal curve equivalents, and stanines indicate relative standing within a particular grade level, grade equivalents (GE) extend across grade levels. The scale for grade equivalents ranges from 0.0 through 12.9, representing the thirteen years of school (K through 12) and the ten months in the traditional school year. September is taken as the beginning of the school year (.0); October is represented on the scale as .1, November as .2, and so on until June (.9). A grade equivalent represents the grade and month in school of students in the norm group whose test performance is theoretically equivalent to the test performance of a given student. For the California Achievement Tests, grade equivalents are based on the standardization administrations in October (.1) and May (.8). Grade equivalents for other times of the school year are interpolated (mathematically estimated) from these two points.

To illustrate the calculation of grade equivalents, suppose that a vocabulary test is administered during November to a norming group of sixth-grade students and that the median scale score obtained is 724. Then the grade equivalent for a scale score of 724 on that test would be set at 6.2, 6 representing Grade 6 and .2 representing the month of November. Any student who obtained a scale score of 724 on that vocabulary test would be given a grade equivalent of 6.2 in vocabulary skills.

Caution should be exercised in interpreting grade equivalents. If a second-grade student obtains a grade equivalent of 4.8 on a reading test, it does not mean that the student has mastered all the reading skills that are taught in the school district during the first eight months of Grade 4. It means only that the student's performance on this test is theoretically equivalent to the typical performance of students in the norm group who had completed eight months of Grade 4. This score is a good indication that the student reads considerably better than the average second-grade student. However, if this student had taken a reading test designed for the fourth grad, it is possible that he or she would not have scored at 4.8. Because misinterpretation can easily result if thorough explanation does not accompany the score, it is strongly recommended that grade equivalents not be used in reporting a student's scores to parents or other persons with little or no training in testing.

Grade Mean Equivalents A new group-level score called the grade mean equivalent (GME) has been developed for the California Achievement Tests. Its purpose is to describe the mean performance for a group in grade equivalent terms. It is conceptually identical to the grade equivalent for individuals, except that the GME is defined in terms of the national mean while the GE is defined in terms of the national median, or 50th percentile. The GME is defined as the year and month of school where the group mean would be equal to the national mean.



END

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